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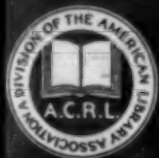
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By ALEXANDER LAING

Reference to Great Issues¹

Mr. Laing is director, Public Affairs Laboratory, and assistant librarian, Dartmouth College.

A FEW years ago the fact was forced to our attention that we are living, whether we would want to or not, in one of the climacterics of human history. To us, because we are the custodians of history itself, this looming realization has brought a central responsibility. But the whole shape of it has been slow in emerging.

Recently I have spent some time scanning our professional journals for 1938. They are relatively serene—full of copings, and very earnest copings to be sure, with our perennial problems:

—"Must we be magistrates?"

—"Dare we throw *anything* away?"

Over the horizon there was a far-off glint of books afire, and we noted it with anger. But our concern appears to have stemmed from, and to have stopped with, an assumption that we could keep civilization intact by keeping the RECORDS of civilization intact. We were technicians, devoted to an exacting technology which took up all our time. Men and women who were in love with freedom lay dying in Spain and China. So far as our professional literature for 1938 reveals to a quick inspection, we did not see the close connection between those tragic happenings and our own presumed right to practice our profession in peace, for the *sake* of peace.

Someone Has Called Such People "The Irresponsibles."

A few months later, the issue broke upon us in purely professional terms. The man who called such people *the irresponsibles* was nominated to fill the most important library office in the world.

The controversy consequent upon that appointment is one which most librarians have been happy to forget. Many of them, with grace and magnanimity, have made public occasions for admitting that they acted unwisely in the heat of it. But I am not sure that it *should* be forgotten, not at least until it has been fully understood. It was the cry of an outraged, righteous professionalism against an apparent, ruthless insult to its own high standards of competence, which had to be defended in the public interest. Over these bitter objections, the episode produced, as most of us are now willing to admit, a perceptive and resourceful Librarian of Congress: one who carried still further forward, with high competence, the remarkable work of his predecessor.

Now, this does not add up. Were those who objected so loudly wrong in their prejudgment of the man, or in their concept of their own standards? The answer of "Yes," to the first part of the question, while true, is insufficient. The explanation calls for an answer of "Yes" to the second part of the question as well. Our concept of professionalism current ten years ago or so, *was* wrong, but only insofar as it is wrong to be inadequate. What we *positively* believed was itself right and good, but our *negative*

¹ Paper presented at the meeting of the Reference Librarians Section, A.C.R.L., June 18, 1948, Atlantic City, N.J.

attitudes in some measure canceled that virtue.

The opposition to Mr. MacLeish deliberately drew the issue as between the technician and the humanist. I ought in honesty to tell you that I thought it a false issue then, and am even more convinced of it now. Such a controversy, with such an outcome, is merely absurd when reduced to a basis of *either* technology *or* humanism. It was not a valid question with Mr. MacLeish. It is not a valid question in the case of any of us, whether a librarian should be a technician or a humanist. These are not alternative values, one of which can do in place of the other.

A technician who has none of the attributes of humanism can be a professional librarian, at a certain level of usefulness, if given adequate direction. But a humanist who has none of the technical skills of our profession cannot be a librarian at all. That does not prevent him from being a very good humanist indeed, provided he gets the kind of help that all of you are frequently called upon to give him.

The fundamental issue, then, was unclear as it was stated. I think we have important reasons for being very clear about it now.

Let us carry the problem a little further. Even though a pure technician, unlike a pure humanist, can be a useful librarian at a certain level, no one has a basis for seeking eminence in this profession if he is content to excel in either of these fields while he really neglects the other. Yet that, I believe, was what was happening in our profession as a whole, ten years ago. Technical competence was regarded as a sufficient goal by far too many of us. We were deluded by the inadequate notion that, just because something is indispensable, it is also enough.

Technical competence by itself was not enough for the world of 1938. It is even more inadequate today. It is the task of the

technician to keep books and their contents in a state of ready availability, granted all the complex procedures, including those of the reference desk, which add up to that simple statement. It is the duty of the humanist to select books with wisdom, and to put them to good uses. That plain statement, too, implies many detailed operations, including those of the reference desk.

Need for Humanism

Under the impact of Great Issues, the need for humanism has become overwhelmingly important in one field of library work—reference. Among many others, there is one particular reason for this. More than any other of our specialists, the reference librarian deals with people who think they know what they want. Perhaps that will call up a horse laugh or two, from the back benchers. I cannot claim to have sat long enough at a reference desk to make a respectable refutation of long-tested convictions to the contrary. But the typical, if not the average reference question came to me from someone who wanted to make a case—not, alas, for what is true—but for what he believed to begin with.

There is always the woman who believes she is descended from Charlemagne. A passion for objective truth is not likely to be the motive driving her to this little job of relatively harmless research. But once I had to deal with a little man who, as it finally turned out, was writing a treatise to prove that negroes could be "educated" only in proportion to the amount of white blood they contained. I thought back, when I had disposed of him, to the reference librarians in Vienna, Munich, Berlin, who surely had been asked to contribute to the shaping of a number of infamous compositions that sent torture, depravity and death across the world.

Is it part of our task to help crackpots

and sadists to write vicious books?

The answer, as I see it, is, "Yes, BUT. . ."

"Yes," because I know of no way to deal with evil before it exists. Our task, very strictly, is *not* to destroy books, not even bad books aborning.

"BUT," because if you believe this, as I do, we cannot shrug off the consequences. If you believe, as I do, that the human intellect cannot keep freedom unless *every* human intellect is completely free, then we undertake a terrible responsibility. We are confronting again the great issue so brilliantly argued in *Areopagitica*. No utterance is to be prohibited in advance, but he who utters it is to be completely responsible, before the existing law, for the results of his conduct. Milton did not invent the principle. Socrates argued both ends of it separately, in a pair of famous orations. Copies of these might well be symbolically placed on the two outer corners of every reference desk.

The question I asked a few moments ago is only a part of the basic question: Shall free inquiry continue to exist? Note that that is an absolute question. As soon as you make it relative you have killed the question itself.

Even if we had the skill, I do not believe we have the right to judge the intentions of those who call upon our services. But we still have the right to be ourselves, to be creative rather than passive in our functions. We are more than easy indexes, animated *Reader's Guides*. We can ask the inquirer to justify his request somewhat, and then make an effort to give him evidence balanced on both sides of the issue. Where we see probable error, we can call it to his attention.

Most of all, I think we are under no obligation to hide our opinions, especially since they may shape importantly the selec-

tions we make of materials for others to use—wisely, we hope.

How then are we to select? We can use the machinery of our trade, and it would be egregious of me to attempt to tell you anything about that. But however we may strive to perfect our skill in burrowing by the quickest route to the farthest fact, we shall still have improved only the machinery. If we are to be responsible for the results of our conduct—and I know no reason why reference librarians should be excused from that common obligation of mankind—we cannot neglect a broadening and deepening of our moral perception of the issues which make our times an intense climacteric, perhaps the grand climacteric, of human history.

Great Issues

That, to my mind, is much the most important of "The Reference Problems Presented by Public Interest in Current Issues."

The chairman of this section, in his original invitation, referred to "great issues" as well as to "current issues," and I am going to stick to the graver implications of the former phrase. It is part of my assignment to tell you something about the particular reference problems that have emerged during our planning for, and our first year of teaching, the Great Issues Course which all regular seniors at Dartmouth College now are required to take.

It gives me some satisfaction to remember that this notable experiment in education really began in our library. John Sloan Dickey, shortly after he assumed the presidency of the college in the fall of 1945, expressed an interest in developing the library service for making evident and available the chief sorts of "public information resources." Our plans for a special center in which to do so were well under way when the idea developed into the course which

carries the following description in the Dartmouth College *Catalogue*:

Great Issues

"This course will relate undergraduate education to the responsibilities of adult living. The lectures and discussions will present issues confronting the public-minded man who is concerned with the maintenance of a just peace, the building of a sound economic order, and the search for values which will enable our culture to survive.

"Instruction in the use and analysis of public information will be included. . . ."

Two years ago, when the planning of the course began, it was recognized that library functions were centrally involved, and that our library was neither staffed nor equipped to provide advantageously the particular services that would be needed. The first problem presented, then, was one of library-faculty policy. Should this unusual course be served like any other, by our regular staff, with suitable adaptations? Or should we create a special service for the 600 students in Great Issues exclusively? An assistant librarian, assigned to the steering committee of the course, worked out an initial compromise. The Reserve Desk would be used for required readings in the normal fashion. The Reference Department would be called upon for the miscellaneous unpredictable items that are its standard problem. But there would be a separate Public Affairs Laboratory in which to concentrate special or duplicate materials for which the demand could be confidently foreseen.

In this laboratory, any artificial distinctions which may elsewhere be thought to exist between librarianship and teaching faded away. The assistant librarian in charge had argued urgently the course's need for a genuine reference librarian and for a good library housekeeper with training in a periodical or serials department. His five faculty colleagues on the planning com-

mittee seemed not to be quite sure what he meant by "housekeeper," and his plea for a reference librarian must have been insufficiently eloquent. As a result, in the fulness of time, his colleagues got their come-uppance. Standing tricks in the P.A.L., as all of them valiantly did on a rotating schedule in the afternoons and evenings, they discovered that they were expected to be reference librarians, and that they often had to be housekeepers in order to find the necessary materials.

Perhaps it was all for the best. If librarians will come as far toward an understanding of the teacher's difficulties as these men came toward a comprehension of reference problems, our common educational enterprise will benefit greatly.

Somewhat to compensate, the assistant librarian, on halftime assignment as director of the Public Affairs Laboratory, found himself confronted alternately by questions calling for the skills of the reference librarian and the teacher. His efforts to cope with both added up to a chastening and useful experience.

Leaving apart the many standard if miscellaneous requests for information which might have come to any reference desk, there are some special or continuing problems which were related to the nature of the work of the Great Issues Course. The consistent "textbook" throughout the year was a national newspaper. Students had their choice of the *New York Herald Tribune* or the *New York Times*, and were held responsible, on midsemester and final examinations, for a reasonable knowledge of the important news. In the first semester, each man also had to make a critical study of the handling of a particular news topic over a two-week period, by a variety of newspapers including *The Wall Street Journal*, *The Daily Worker*, *The Washington Post*, *The Chicago Daily Tribune*, *The*

Christian Science Monitor, and others. A frequent difficulty arose from the fact that the *Times Index* is based upon the final late city edition, while we for our own daily reading in Hanover are forced to rely upon the first edition. A reference department, in this situation, needs both, even before the index and the bound volumes come in.

We greeted the semi-monthly form of the *Times Index* with uneasy rapture. Our copies of the monthly edition of 1947 had required an average of 46 days to reach us, after the last date indexed. The more frequent issues, so far, have been turning up in about 30 days. Since the median date of each issue under the new system is advanced a week, the time lag has been cut just in half. On the other hand, we are this morning confronted by 21 separate parts to search for an item that may have occurred at any time since the last yearly volume. We usually can concentrate on a probable date and work both ways. But that is not true of some of the reference questions arising from the Great Issues second semester project, a study of special interest (or "pressure") groups. *Has the American Farm Bureau Federation taken a position on any of the evolving versions of the Wagner-Murray-Dingell Bill?* We had a multitude of variants of that question to deal with, in connection with 37 such organizations. Often it required the handling of 18 or 20 index parts to come up with a confident negative answer, "No, no stand has been taken."

Cannot we promote some sort of amicable wedding of the *New York Times* and the H. W. Wilson Company, so that this tremendously important tool can be cumulated perhaps on a quarterly basis?

Of course there are other positive approaches to such questions. The *Congressional Quarterly* reliably indexes the stands taken by many of the special interest groups

at congressional hearings. *Facts on File* picks up a fair number in addition which represent indirect pressure through general publicity. But both the students writing these term papers and the teachers correcting them needed the negative answers, indicating that a stand was consciously evaded or considered irrelevant.

Another tough problem arising from this project was the membership, actual or claimed, of such special interest groups. The *World Almanac's* section on "Associations and Societies in the United States" was helpful in most instances. The *Britannica Year Book* provided more data about fewer groups. Such books as George Seldes' *1,000 Americans* gave us unfriendly estimates of the size and resources of some groups which were secretive or obviously mendacious about themselves, but it is only by luck that such a compilation is sufficiently recent to be useful.

We had other troubles. For example, our standard practice of destroying unenacted bills at the end of a congressional session has had to be reexamined. The persistent, unenacted bill is often a symbol of a great issue in itself. The record of its changes, from session to session, can be very significant.

In planning the Reference Collection for the Public Affairs Laboratory, we took a chance on *Keesing's Contemporary Archives*, a fairly expensive British item, and are glad that we did. The parts and indexes reached us almost as promptly by air as did those of *Facts on File*. *Keesing's* not only puts its emphasis more on the international scene, but it has a different method, covering the news in brief and well-organized essays with adequate indexing under national headings.

Instances could be multiplied. These are perhaps typical of the particular problems arising in the Great Issues Course. There

was one general library issue underlying all the others. We suspected that the average Dartmouth senior did not know how to use his library with intelligent economy of time and effort. Our suspicions were confirmed. We had to face the evidence that most undergraduates entering the last phase of their college experience did not have even the minimum knowledge of the tools and techniques of reference which we had tried to give them for the uses of their freshman year. I have talked about the *Times Index*. Most of them did not know that it existed. Not one, of the scores whom I directed to it, was aware that it could be used as a key to other newspapers as well. Most of them knew something about the chief periodical indexes, but few had any comprehension of the various possible approaches to the same fact. Awareness of biographical resources began and ended for the great majority with *Who's Who*. These are confident, if embarrassing, statements. I make them bluntly because it did not take many hours of helping men with their first semester project to discover that a mere reference to the logical source of information was inadequate. Thereafter, in most cases I quizzed the inquirer to see whether he knew how to use the tool to which I was referring him. Usually he had not even heard of it before.

The further embarrassing question arises. What had our Reference Department been doing for these seniors, for three years? The answer, perhaps, is "Too much." It is one of our occupational hazards that we generally can find an answer much more quickly than we can show someone else how it is to be found. Pressed for time, we are likely to do it that way. But in so doing, we are evading the central problem of the librarian as teacher. If the top administrators of colleges do not realize how frequently this problem of choice constrains us, it may be because we have licked our wounds

in silence too long. I suggest two answers:

- (1) An increased recognition of the teaching function of the Reference Desk, with provision of adequately trained personnel.
- (2) A genuine required course, at an early point in the curriculum, to teach the basic disciplines of research.

Up to this point I have been dealing with a number of issues, varying in size. But my topic is Great Issues. We shall not fully have faced the consequent reference problems until we have decided what it is that makes any current issue merit the adjective "Great." I share the conviction of my colleagues on the Steering Committee, and of most of the 600 students enrolled in the Great Issues Course, that Archibald MacLeish has produced the most thoughtful answers to that question.

At the usual risk of distortion, when the forked roots of quotation are hauled shrieking from their soil of context, I want to give you some of Mr. MacLeish's apt phrases on the subject. They are taken from his lecture "What Is a Great Issue?" which opened the course last fall.

"There is no such thing as a great issue. There are simply issues which at a given time and under given circumstances and to a given society, or more precisely to the individuals who compose a given society, *become* great issues in the sense of becoming critical and urgent demanding solution. . . . They are problems which exist, and can exist, only in the minds of living men—which is to say in the minds of individual living men. . . . An issue . . . is the nub, the heart, the crux of a situation in the external world which demands the exercise of judgment and the application of choice. . . ."

Summing up on a later occasion, Mr. MacLeish said, in effect, that every *great* issue has: (1) Historical depth, (2) Present form, (3) Future projection, with a moral core.

I do not suppose that merely current issues present any very unusual problems. But the factors of historical depth, future projection, and particularly, moral core, do bring upon us, in this profession, the acute and central responsibility which I referred to at the outset.

If we accept these definitions, I think it follows that no great issue can be a new issue, even though the factor of its *greatness* often is recent. Putting the emphasis upon the other side of the phrase, we can say that no issue is great if it seems to be subject to an early and final solution. To dispose of it completely would be to deny it "future projection."

Both of these points are important because (to put together two parts of Mr. MacLeish's argument) they imply that situations "in the external world" become *great* issues, with emphasis on the *great*, only if they urgently exemplify one or more of the deep continuous problems, which is to say the moral problems, of human existence.

Atomic energy has a superficial look of newness about it. But the moment we begin to deal with it as an issue, we ourselves are chin-deep in problems of historical depth, as well as of future projection. We cannot suddenly destroy, once and for all, what has so suddenly burst upon us. There is no clear point at which we can draw the line and say, here nuclear physics and chemistry began. These developments are implicit in the whole past of scientific inquiry, and could come out of it quite independently again, beginning anywhere. If we destroyed all the men and women who have been involved in this perilous business, and all their writings—even if we legislated and posted guards against any renewal of their kind of endeavor—these very measures would project the issue, as an issue, into the future indefinitely.

The problems arising out of the develop-

ment of atomic energy are no different, in their essence, from the problems arising out of the development of the stone ax.

If my neighbor learns of this, will he use it to build a better house, or the better to split my skull?

Is it safer for me to tell him what I know, and hope for gratitude, or shall I hide it, and risk his envious hate?

These are problems deep in the moral nature of man. As such, they must have both historical depth and future projection. Any external development may give them present form and high urgency, demanding solution. But the solution is pointless if it ignores the basic factors in human morality.

Just what has this to do with the reference problems of our Great Issues program? It brings us once more to the central issue, which every human individual, and particularly every technical expert, and therefore every reference librarian, must face: the problem of putting knowledge to good use. Here is the basic question: Are you content to make your special learning, your expert technical skill available to any user, no matter what his motives may be?

My own answer to that question again is, "Yes, BUT—"

And the BUT concerns itself with the echo of a tragic Biblical phrase, "Forgive them, for they know not what they do." I do not believe that we, in the library profession, certainly not those of us who are practicing the technology of reference, can expect forgiveness on any such basis. It is our business to know what we do, to know it well, and to do it with much more, not less, than the average private citizen's moral responsibility. We must not neglect or belittle our technology. It is indispensable, but it is a means, not an end. The aim of our endeavor is the wise use of the riches we unlock. To that end we should have a deepened humanism as our goal.

Chemists and Librarians

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Also das sind die Aufgaben der wissenschaftlichen Forschung, die Feststellung von Tatsachen durch Beobachtung und Experiment, das Sammeln und Ordnen dieser Tatsachen und ihre zusammenfassende Beschreibung.—P. Jordan, Die Naturwissenschaften.

THE spectacular advances made by chemistry during the past quarter century have tended to obscure a crisis which has been developing in that important field. The nature of this crisis is best understood by considering how the science of chemistry advances and develops.

New experimental findings are, of course, the *sine qua non* of progress in chemistry. Yet it is most unusual for any one experiment to extend the range of knowledge by more than an infinitesimal amount. Standing alone, any one experimental fact is virtually insignificant. Each experimental observation, each new fact, does not achieve a full measure of value until it has been correlated with other observations and facts.

It is not always immediately apparent, however, which observations are actually related, and the development of comprehensive theory may require the review of a wide range of facts scattered both with respect to time and to the place in which they are recorded. Furthermore, industrial development of any one branch of chemistry may suddenly and unpredictably require a large amount of information concerning some other branch of chemistry previously

regarded as quite unrelated. Thus, for example, information concerning the molecular structure of kerosene hydrocarbons became important in the development of synthetic detergents. The colloidal chemistry of various soaps dissolved in gasoline was important during the war in developing flame throwers. Successful application of chemical knowledge often requires the collection and correlation of facts previously widely scattered in the record of chemistry.

The record of chemistry, however, continues to expand year after year as a result of the enormous amounts of time and money devoted to chemical research. It is becoming increasingly clear that the volume of recorded chemical information is approaching a point at which the value of the record in its present form must be impaired by its very extensiveness. The approaching crisis is causing some chemists to feel considerable concern for the future development of chemistry, both pure and applied. As a consequence, attention is being directed to the possibility of applying new methods and new devices to chemical information problems.

The possibilities inherent in new devices are best understood by first directing attention to those mechanical devices which—like the straight-edge and compass of classical geometry—have been the conventional tools of information work. Due to the conventional character of such tools it may seem somewhat strange to regard them as mechanical devices. Nevertheless, from an objective point of view, conventional indexes involve use of a mechanical device, namely,

bound sheets of paper on which lists of words are arranged. Pigeon holes and other shelving devices constitute a mechanical means for isolating items into grouped arrangement for classification purposes. Card files of conventional type, considered as mechanical devices, consist of a large number of separate pieces of sheeted cellulose capable of being arranged with convenience in one order without possibility of being rapidly and conveniently rearranged in some other order.

An enormous amount of thought and effort has been devoted to working out procedures, systems and rules for achieving the maximum of accomplishment with simple conventional devices and, indeed, much has been accomplished with these simple tools. Existing methods of indexing and classifying, based on the use of simple conventional devices, have been used for such a long time, however, that many persons regard such methods as involving rules which have an absolute validity and which can be extended to other mechanical devices. It is not generally realized that the introduction of newer devices into information work opens up possibilities which we can exploit fully only if we are willing to devote considerable time and effort to re-examining the basic problems involved and to working out new solutions.

The situation might be compared to the relationship between development of new weapons and the evolution of new tactics in warfare. Thus, the introduction of air weapons confronted military commanders with the necessity of revising ground tactics. So it is with the introduction of radically new devices in the scientific information field. Using the old, well-known indexing and classifying methods in conjunction with powerful new modern devices for handling information would prove as shortsighted as it would have been not to revise 18th cen-

tury tactics for maneuvering foot soldiers in our modern air age.

Approach of Chemist

From the chemist's point of view, the starting point for reevaluation of the chemical information problem is the fact that the day is long since past when any one chemist could hope to read all the available chemical information of possible eventual interest to him in his work. It would be even more impossible to retain in his memory the enormous mass of useful detail involved. Human limitations have forced chemists to transfer to an even greater degree the important function of memory to bound volumes stored on the shelves of libraries and to collections of more or less private reports.

The function of memory, however, implies much more than the mere act of storing, however neatly or efficiently it may be accomplished. A collection of numerous volumes and reports devoid of pathways leading to desired information is of little value. In fact, the value of such a collection depends on the effectiveness of the means available for arriving at desired information.

For many years chemists have trod at least three different paths in searching out published chemical information. The indexes to abstract periodicals have constituted one of these paths. Summarizing compendia such as Beilstein and Gmelin have been another. A third path has been provided by texts devoted to various aspects of chemistry. Each of these means for locating chemical information has proved valuable and yet at the same time each has been found to have its own peculiar limitations.

The usefulness of abstract periodicals is limited by the time of effort required to consult the indexes, look up the original abstracts, and take notes. Not too long ago, when the number of bound annual volumes

of the abstract periodicals was relatively small, the amount of time required to consult the record of chemistry in this fashion was considerably less than it is at present. Looking into the not too distant future, it is possible to anticipate that the labor involved in consulting indexes and abstract journals will become excessive.

The great compendia of chemistry have proved themselves invaluable. They have the disadvantage, however, that the classification scheme followed is often not in harmony with the point of view of the person seeking information. Thus, if one wished to obtain from Beilstein a list of all organic compounds known to have poisonous properties, it would be necessary to check the entries for each individual compound. The reason for this is the fact that classification in Beilstein—and in Gmelin—is based on molecular composition and structure rather than on properties. Such classification is useful to a person interested in locating compounds having certain properties, e.g. color, poisonousness, only to the extent that he knows or correctly surmises that certain groups of compounds have the property of interest. The situation is aggravated by the fact that the grouping of compounds in compendia is often different from that required for locating certain information. The reason is the fact that all possible groupings of compounds based on molecular composition and structure are not presented in compendia because of practical limitations arising from the cost of printing on bound sheets. The indexes of abstract periodicals provide even less, with respect to grouping of compounds and related information, than is the case with the compendia. Here again the rigidity of ordering of printed sheets in bound volumes and the cost of printing impose limitations best characterized as mechanical in nature.

Books as a means for locating informa-

tion often prove unsatisfactory for similar as well as other reasons. Books are usually written from a rather specific point of view to cover a specific range of subject matter. It very often occurs that no book has been written which covers a subject of interest to a chemist. Books, moreover, rarely treat information pertinent to a given subject in an exhaustive fashion and even when, in the exceptional case, coverage is complete at the time of publication, obsolescence with respect to newly published information is rapid.

The time and effort required to consult the record of chemistry has become so great that many chemists prefer to copy information once it has been located onto cards or into notebooks, and thus gradually build up small collections of information whose principal merit is convenience, *i.e.*, the speed and ease with which items of information can be found again when desired. It should be noted in passing that this copying of information often wastes the time of highly skilled persons capable of more creative effort. It is scarcely surprising, therefore, that chemists in general regard searching the literature and the attendant taking of notes as distasteful drudgery. This attitude can and often does lead to overlooking important information with inevitable wastefulness in conducting both research and development work.

As mentioned above, many chemists maintain files of information gleaned from the record of chemistry. Perhaps a non-chemist might think it a simple matter to maintain and use such files. Actually this is not the case, due to the fact that papers and reports in the field of chemistry usually deal with a number of closely interrelated yet nevertheless distinct matters, such as details of reactions and syntheses, properties and uses of substances, theoretical questions, etc. It is often surprisingly time-

consuming to search even a relatively small file of chemical information for the purpose of providing the answer to some scientific or technical question. As a consequence, the use of punched cards, in particular the edge-notched, hand-sorted type, has become widespread among chemists. By suitably punching these cards the subject matter written on them may be characterized simultaneously by a number of criteria. Sorting of the cards may be based on any one of the criteria indicated by the punching or by any combination of such criteria. This principle of multiple designation of characterizing criteria with resultant flexibility in selection of items of interest, has repeatedly demonstrated its usefulness in the chemical information field. In fact, punched cards have proved so useful in managing small files of information that the possibility of applying them on a much broader scale could scarcely fail to attract attention. The American Chemical Society has had a committee actively studying the matter since January 1946.

Problems

Preliminary investigation has revealed not only encouraging possibilities of accomplishment but also a series of problems, some of them novel in nature.

One of the more obvious problems is that presented by structural formulas, particularly those of organic compounds. These formulas—occupying a position with respect to chemistry somewhat akin to that of wiring diagrams in the field of electronics—might be described as the picture language of molecular architecture. Conceivably a machine might be devised to handle this form of picture writing directly. For the foreseeable future, however, such a machine appears likely to remain in the realm of theoretical possibilities. Since practical devices, available at present or in develop-

ment, can handle words much more effectively than hieroglyphics, it might be thought that the names of compounds rather than their structural formulas could be used as the basis of machine sorting. It so happens, however, that present practice in assigning words to designate chemical structures is not on a satisfactory basis for the purpose under consideration. The rules of chemical nomenclature in their present state of development contain too many exceptions and only too frequently result in ambiguities and uncertainties. If the efficiency attained by machines in manipulating numbers is to be extended to molecular structures, then a system for completely and unambiguously designating such structures in terms of convenient symbolism must be developed. The English chemist, Dyson, assisted by collaborators both in this country and abroad, has developed a system for completely representing any given organic molecular structure by a linear array of symbols consisting of letters, numerals and punctuation marks. Plans are now being developed to demonstrate experimentally that automatic equipment can carry out sorting and searching operations based on use of the Dyson system. It is anticipated that these experiments will reveal many as yet unsuspected advantages to be gained by employment of modern mechanical devices in the chemical information field.

All chemical information cannot be expressed, however, in terms of structural formulas, whose function, as already noted, is limited to expressing the architecture of molecules. Chemists also make use to a certain extent of mathematical symbols and concepts definable in mathematical terminology. In addition, they use a large number of words whose meaning may not be as sharply defined as one might wish. Evidently, semantic problems will be encountered in developing a system for me-

chanically searching chemical information.

Not quite so evident is another problem arising from the previously mentioned need to re-examine previously developed indexing and classifying methods. As already noted, the most valuable feature of punched cards and similar devices is their ability to record a plurality of characteristics in such a way that searching operations may be effected not only on the basis of any one of the indicated characteristics, but also any combination thereof. Full exploitation of this valuable feature is fundamental to efficient use of punched cards and related devices in information work.

Consideration of a very simple example points to an important and as yet incompletely solved problem. Suppose we are concerned, not with chemical information, but with newspaper stories. Among these there would be many items involving a dog, a man, and the act of biting. If our punched-card coding is to achieve its maximum usefulness it must be able to distinguish between "Man bites dog" and "Dog bites man." If, moreover, a state of insanity should be involved in some of the news accounts, we would doubtless wish to be able to distinguish between "Mad dog bites man," "Mad man bites dog," "Man bites mad dog," "Mad man bites mad dog," etc. This simple example may suffice to show that, for maximum effectiveness, coding for punched cards and similar devices must indicate relationships between concepts and not be limited to recording the mere simultaneity of index entries. Stated somewhat differently, sentences rather than words must form the basis of coding. Although in theory it might be possible to construct a machine that would be able to scan sentences written in English and respond to them in a desired fashion, it seems obvious that the problem of the machine designer will be simpler (and

the final machine much less expensive) if the sentences serving as the basis of coding are written in a standardized fashion. If this were done the machine would be required to respond to a standardized pattern of relationships having none of the irregularities, idioms, etc. which characterize English and other human languages. It should be noted that the machine language could be made quite complex as long as it were kept free of irregularities. Development of a "machine basic grammar" is a problem now being investigated.

Another aspect of the problem of using machines to search files of chemical information involves the relationships between concepts. It seems likely that certain common features of concepts might well be indicated by suitable coding just as involvement of the Greek root meaning "to write" is indicated by the spelling of certain English words, such as phonograph, biography, telegraph, geography, ideograph. Relationships of a semantic rather than a philological nature will almost certainly play an important role in machine searching of information files. How best to weld together semantic relationships and machine techniques is a problem that will require much careful study.

Summary

Ready availability of information is a most important matter to the chemical profession. Continuing expansion of research activity will not accomplish what it should if improvements in means for making information available do not keep step. The application of new tools to information problems requires their reevaluation. Development of new methods for indexing, classifying, etc., are essential if the promising possibilities of modern machines are to be fully realized.

By ROBERT W. CHRIST

Acquisition Work in College Libraries¹

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IN THE recent survey, *College and University Libraries and Librarianship*, prepared by the College and University Post-war Planning Committee of the American Library Association and the Association of College and Reference Libraries, the following statement is made:

The actual procedures and routines for book buying, within the individual library, are in a good many cases, it is suspected, susceptible of simplification and streamlining. . . . Every library might well examine or re-examine its order routines in an effort to cut down as much as possible that delay between the initiating of an order and the availability of the book for use, a delay that is with some justice more or less of a standing complaint of the average faculty member. . . . We may expect to see, and should encourage, much experimentation . . . in quest of the simplest and most economical way to accomplish this important library function.²

Last winter the writer made such an "examination" of acquisition work in ten eastern college libraries to discover what procedures for the book purchasing are currently employed, what results are obtained, what routines may be designated as the most satisfactory, and what differentiation, if any, is made in college libraries between professional and nonprofessional functions of the acquisition department. The results of this investigation are reported in detail in an essay presented for the master's degree to

the School of Library Service at Columbia University. The essay goes one or two steps further than suggested in the above quotation and sets up, on the basis of current practices and results in the libraries studied, tentative standards by which the performance of the acquisition department of any college library may be evaluated, and suggests a purchasing procedure suitable for all libraries of this type.

This paper, which is based on the larger essay, summarizes some of the chief data collected. It touches briefly on the colleges and the libraries, the acquisition departments and their functions, and discusses in some detail the results obtained by the acquisition departments and the tentative performance standards. Material collected on procedures, records, forms, and similar factors is omitted.

The investigation was conducted by personal visits to ten college libraries, where the librarians and acquisition heads were interviewed, records and files examined, and the workings of the departments observed. The ten colleges are Connecticut College for Women, Trinity (Hartford), Bowdoin, Wesleyan University (Middletown), Williams, Amherst, Mount Holyoke, Vassar, Wellesley, and Smith. They are private, four-year liberal arts colleges, selected because they are sufficiently similar in curricula and objectives to have comparable library programs and similar acquisition problems and requirements. Yet there is a sufficiently wide variation in the size of the colleges, the libraries, and their budgets to make up a representative group of college

¹ Paper presented at the College Libraries Section, A.C.R.L., June 16, 1948, Atlantic City, N.J.

² Chicago, 1946, p. 39-40.

libraries for the purposes of the study.

The colleges vary in number of students (1946-47 enrolment) from 837 to 2266, not quite a 300 per cent variation. Their libraries vary in number of volumes from 117,866 to 338,323, again about a 300 per cent variation. The library budgets run from \$25,389 to \$98,807, nearly a 400 per cent range, and the library staff from 6 to 29.5 persons. The acquisition budgets (*i.e.*, books, periodicals, and binding), which ranged from \$8,880 to \$27,323, are allocated to departments of instruction and a librarian's general fund in six of the libraries. In all the libraries the chief source of recommendations for purchase is the faculty and the librarian.

The acquisition departments in these libraries vary from one-half to three and one-half persons or the equivalents. Three have a library school graduate giving full time to acquisition work, and two more have a library school graduate giving half time. In all the libraries the facilities for the acquisition department were adequate, that is, adequate space and suitable location, typewriters, adding machines, and bibliographical collections. Several have superior facilities of this sort. Only four, however, have an acquisition department manual in any form, which suggests that the others place rather unreasonable reliance on there being no sudden personnel changes.

The investigation showed that normally the acquisition department of the college library does the purchasing of all types of materials: books, continuations, periodicals, documents, maps, etc. Only three libraries have a separate serials department which takes care of periodical subscriptions. These libraries are the three largest in size of collection, the sixth, seventh, and tenth in size of library staff, and the sixth, eighth, and tenth in total expenditure for acquisitions. One of them has a documents

department as well, which handles all ordering and receiving of federal and state documents. The solicitation and disposition of gifts is in all cases handled outside the acquisition department, usually by the librarian, but searching and processing is customarily done by the department as for purchases. The same would be true of exchanges, except that all but two of the libraries reported that because of increased service demands without corresponding increase in staff, they were not doing enough exchange work to record it as part of the acquisition department's work load. In none of the libraries does the department have a specific responsibility for the selection of titles, although three of them may make the decision on the edition to be purchased, and only one routes publishers' announcements and dealers' catalogs.

The preparation of bills for payment, bookkeeping, and budgetary control are the responsibility of the acquisition department except at one library where an executive secretary keeps all financial records. In all but one library the department prepares slips for Library of Congress card orders, though frequently the slips are turned over to the catalog department to send. In the single exception, the catalog department prepares and sends the card orders after a daily examination of outgoing book orders. At two libraries, the acquisition department receives the cards and matches them with the books on receipt.

In addition to this regularity of function, a variety of other responsibilities is assigned to the acquisition department in almost all the libraries. In some cases this is doubtless because of the nature of the activity, such as the preparation and distribution of an accessions list, or the ordering of all library supplies and the distribution and maintenance of stock. In other cases, primarily in libraries with small staffs, this is probably

more a matter of convenience and available personnel, and such duties as the operation of a special textbook library, maintenance of the accessions register, service as the librarian's secretary or administrative assistant, or the preparation of materials for binding, fall to the lot of the acquisition department.

Criteria for Measurement

To measure the results obtained and to judge the quality of service (in 1946-47) several factors, all capable of exact statistical recording, were selected. Principal among these are the following:

1. Time lags
 - a. From receipt of recommendation to placing of order
 - b. From placing of order to receipt of book
 - c. From receipt of book to completion of acquisition process
2. Discounts received (on current domestic publications)
3. Bibliographical accuracy
 - a. Number of unintentional duplicates received
 - b. Number of incorrect items received
 - c. Number of items rejected by dealers as not identifiable
4. Percentage of successful orders from dealers' catalogs
5. Number of titles and volumes purchased and otherwise processed
6. Expenditure for books

The investigation showed that it would be impossible to make a wholly valid evaluation of the performance of the acquisition departments, partly because of the variation in functions performed, but primarily because reliable statistics are not available for most of the test factors. College library administrators have shown regrettably little interest in testing the efficiency of their acquisition departments, and as a result no statistical records of work performed by the departments, even for test periods, are main-

tained. The discounts currently received on domestic publications were available from all libraries, though even here it was necessary actually to examine invoices to secure these figures in some instances. No library had any record of the number of unintentional duplicates received in the course of a year, the number of incorrect items supplied, or the number of items rejected by the dealers. It was only the investigator's persistence which brought forth even estimates for these factors. The same is true of the percentage of successful orders from dealers' catalogs, although every title ordered and not secured represents an actual loss to the library in time spent on searching, preparation of orders, and maintaining records.

Time lags within the acquisition department and in the supplying of books ordered were in all cases only estimates, though made with less reluctance and more confidence than the estimates on factors mentioned above. Since only three libraries count books as they are received in the acquisition department, this factor had generally to be recorded on the basis of the count of books cataloged. Although the number of *titles* is more significant in relation to work load in both acquisition and catalog departments, the majority of the libraries could supply only the number of *volumes*. Two of the libraries do not keep financial records in sufficient detail to have readily available the total expenditure for books only, but lump books and periodicals. A third has no available breakdown beyond the total expenditure for acquisitions: books, periodicals, and binding. With these very considerable limitations in mind, however, it is possible to make some general observations on the performance and quality of service of the acquisition departments in college libraries as exemplified by this sample group.

For time lags, all but one of the libraries made a point of sending rush orders within one day of the receipt of requests. For normal requests, three libraries ordered once a week, and one only once every two weeks (with foreign orders sent monthly). The average time for the others was about three days. For very small purchasing operations, weekly orders are perhaps economical of staff time since there are real savings in performing certain routines on a number of titles at one time, though it is doubtful whether such a practice can be defended in terms of service to users.

The time required to receive books (domestic, in print) after placing the orders was estimated by most libraries as from fourteen days up. One library, however, said it seldom received books in less than three weeks, another in less than four weeks. At one library, which estimated fourteen days as the average time lag between the ordering and receipt of books, an analysis of all orders placed for current domestic publications between September 15 and Oct. 15, 1947, and filled prior to December 28, was made on that date.

Fifty-six per cent of rush requests had been ordered within one day, and 12 per cent more within two or three days. (The remaining 32 per cent did not show the date the request was received.) Among normal requests, of which 13.4 per cent did not show the date of receipt, 63 per cent were ordered within one day, and another 20.2 per cent within two or three days. Combining the two types of orders, 80.5 per cent of all requests were ordered within three days, which verified this library's estimate of this time lag.

The same library's estimate of fourteen days from the placing of an order to the receipt of the book was proved, however, to be far from reliable. Of rush orders, only 28 per cent were received within two

weeks, and 25.2 per cent of normal orders in the same time. The next week brought 40 per cent more of the rush books but only 20.2 per cent of normal orders. In four weeks, 72 per cent of rush items and 56.3 per cent of normal orders, or only 59 per cent of all orders were received. Of all orders filled for current domestic publications, only 79.8 per cent had been supplied in six weeks, and the remaining 20.2 per cent required more than six weeks and up to 103 days (*i.e.*, the total time from September 15 to December 28, the day analysis was made). But in addition to the 144 books ordered and received within this period, 14 additional titles (including one rush item) were ordered and had not been received or reported on. Two more (including one rush) were ordered and incorrect items supplied, the corrections not having been completed. Thus of 160 titles actually ordered in the test period of one month, 115 or 71.9 per cent were received within 42 days; 29 more or 18.1 per cent were received within 43-103 days; and 16 titles or 10 per cent required an indeterminate longer period. If the error in estimating was comparable in other libraries, there is validity in the suggestion made in the quotation with which this paper opened.

At one library, where the librarian felt confident of his estimate of a two-week delay from the ordering of a book to its receipt, a number of filled-order cards were examined at random and bore out the assertion that it was exceptional for there to be a longer time lag. A detailed analysis such as described above could not, however, be made at this library.

Most of the departments completed their records and moved books on for cataloging in not more than two days. In most cases, invoices are received at the same time or before the books. One library never waits for an invoice (in fact, checks in its books

without the invoice even though it has been received), two always wait for invoices, although at one of them the invoices are not infrequently received as much as two weeks after the books, which is a considerable delay. (Since this investigation was made, this library has revised its procedure and no longer holds books for invoices.)

The study of discounts received on current domestic publications by libraries in this group showed a range from low to high of 10 to 40 per cent, but the concentration was heavy at 25 to 30 per cent on trade titles and 10 per cent on short discount items. The highest discount was related to slow service, and the lowest to fast service, proving once again (perhaps) that one gets what one pays for.

Under bibliographical accuracy, the estimates for the number of unintentional duplicates received ranged from 6 to 15, with concentration at 10 to 12. In proportion as this number is reduced, without loss in other factors of service, the department's efficiency may be considered to be increased. Three libraries had no recollection of incorrect titles supplied, but the others estimated from 5 to 36, or approximately two to six per thousand volumes purchased. These may result from errors on the part of the dealer, or of the department in preparing orders and supplying bibliographical details. Wherever the responsibility lies, such errors are costly to both parties in time required to make corrections. Five libraries had no recollection of titles which their dealers had rejected as not identifiable or because they required bibliographical corrections or additions. The other five estimated from two to twelve a year.

The most common statement concerning the percentage of successful orders from dealers' catalogs was, "we lose a lot." When pressed for an estimate, the libraries'

replies varied from 25 to 75 per cent, half of them estimating 50 per cent. The library where the time lag estimates were checked as described above estimated that it received 50 per cent of all orders from dealers' catalogs. To verify this, all such orders placed from July 1 to Nov. 30, 1947, were checked. (This was done on December 28, when it was assumed that all successful orders would have been received.) Of 136 items ordered in this period, 85 were received. This represents 62.5 per cent success on this type of order.

The following table gives a picture of the acquisition departments' performance in the ten libraries in terms of the amount spent for books, the number of volumes purchased, and the size of the staff. It shows also certain other factors affecting the work loads of the departments. The *apparent* net cost, figured simply by dividing the expenditure for books by the number of volumes purchased, is included as a matter of interest. The variations and vagaries of library accounting and statistical procedures are so well known that it is unnecessary to do more than point out that this cost may at best be considered only a rough estimate.

Any attempt to select from such records the most efficient acquisition department must take all of these factors into account, along with other data (not included here) showing the forms used and records kept at each library, the actual purchasing procedures followed, the complete list of functions performed. It might appear that library III has the best performance record, since only half the time of one person was required to spend \$8564 for 2839 volumes at approximately \$3.02 each, and in addition to handle 1968 gift volumes, library book-keeping, and periodical purchasing. But this library does not have a departmentalized allocation of its book funds. Therefore its

Table I
Acquisition Department Performance, 1946-47

Library	Number of Staff in Acquisition Dept.	Expenditure for Books, Periodicals and Binding	Book Purchasing			Principal Other Functions Affecting Work Load				
			Expenditure for Books only	Volumes Purchased	Apparent Cost per Volume	Non-Purchased Volumes Processed	Departmental Order Ledger	Accessions Registers	Bookkeeping	Periodical Purchasing
I	2	\$16,434	\$12,357	2923	\$4.23	1179	x		x	x
II	2	8880		1988		4476		x	x	x
III	2.5 ^a	13,273	8564	2839	3.02	1968			x	x
IV	2.5 ^a	19,008	6020	1636 ^f	3.44 ^e	6303			x	x
V	1	16,842	9996	2267	4.41	481			x	x
VI	2.5	23,117	15,662	6238	2.53	1531			x	x
VII	2	16,139	10,404	3130	3.32	1564			x	x ^g
VIII	3.5	22,229		3223		1398			x	x
IX	3.5	27,323	16,994	6107	2.78	1383	x		x	x
X	2.5	26,066		7852			x		x	

^a Estimated full-time equivalent.

^b Not available; for books and periodicals, \$7446.

^c From the librarian's annual report.

^d Not available; for books and periodicals, \$17,875.

^e Not available.

^f Does not include 1140 volumes by purchases on bloc; this is the number (1636) for which individual orders were placed.

^g New assignment in 1947-48, but a corresponding amount of time was spent in 1946-47 on other work outside the Acquisition Department.

bookkeeping is greatly simplified. Its expenditure for periodicals and binding was only \$4709, which means its periodical list was relatively small. The acquisition department does not order Library of Congress cards or prepare any other process slips or records for purchases or gifts, keeps no permanent purchase record, and has no follow-up routine.

At library IX, the acquisition department has 3.5 persons and spent only twice as much for books (\$16,994), securing more than twice as many volumes (6107) at about \$2.78 per volume, but handled fewer nonpurchased items (1383). On the other hand, it too does the library bookkeeping, with a departmentalized budget, and keeps a departmental order ledger as well. Like library III, it handles the purchasing of periodicals, and with an expenditure of \$10,329 for periodicals and binding it must have a large subscription list. Moreover,

it prepares L.C. card order slips, routes publishers' announcements and dealers' catalogs, and has an aggressive follow-up routine.

Library VI had 2.5 persons who spent almost as much for books as at library IX (\$15,662 as compared with \$16,994) but secured a few more volumes (6238) at an average cost of \$2.53, and handled 1531 gifts. The department does not do the bookkeeping or periodical purchasing. It does supply a permanent purchase record on shelflist cards, types every request onto a specially designed card which makes possible quick preparation of a departmentalized statement of orders outstanding or orders filled, and returns all request cards to the requesters with notice of action taken.

Tentative Standard

Thus while the data presented here on current practices and results in the acquisi-

tion departments of ten college libraries are untrustworthy for purposes of comparison of any two or more libraries within the group, they do provide a guide to a tentative standard for staff, function and performance of acquisition departments in libraries of this type. To conform to this standard, the acquisition department of a college library should purchase and receive all books and continuations, purchase all periodicals, and process all gifts. In doing so, it should prepare Library of Congress card orders, temporary catalog cards, and notifications of receipt to be sent to requesters. It should provide a means to determine outstanding orders and amounts spent (both total and by department or other fund), and a permanent purchase record for each title acquired. It should prepare the library's bills for payment, and do whatever bookkeeping is dictated by the library's own needs. It should place orders within one day for rush books and for all others within three days of receipt of requests, and complete its own checks and records within two days after the books are received, which should be from two to four weeks after the orders are placed (domestic). All titles not supplied should be promptly and persistently followed up. On domestic publications it should secure discounts not lower than 25 per cent for trade titles and 10 per cent for short discount items, although the institution may elect to accept lower discounts in favor of prompt and accurate service. It should receive not

more than two unintentional duplicates nor three incorrect titles per thousand books ordered, and titles rejected by the dealer as not identifiable should not exceed one per thousand. It should obtain at least 50 per cent success in purchasing from the catalogs of American secondhand or rare book dealers.

To accomplish the above, the acquisition department will have a staff related in size to the total expenditure for acquisitions (with a normal allocation therefrom for books alone) and to the number of volumes purchased. This relationship is shown in Table II, which should be read as follows: a college library spending approximately \$10,000 for acquisitions and up to \$7500 of this for books will be able to purchase about 2000 volumes and will need one person to handle acquisition work. Or, a college library spending \$10,000 to \$15,000 for acquisitions will probably use \$7500 to \$10,000 of this for books, will purchase from 2000 to 3000 volumes, and will need 1.5 persons to handle all acquisition work.

Where the staff is one, it will not be a trained librarian, and supervision will be exercised by the head librarian. Where the staff is from 1.5 to three persons, at least half-time service will be a trained librarian and the department will operate independently under general policies established by the head librarian. Where the staff has four full-time members, one will be a trained librarian and the department will function as an independent unit.

Table II
Tentative Standards for the Acquisition Department of a College Library
Based Upon Current Practices in Ten College Libraries

Expenditure for Acquisitions	Probable Expenditure for Books Only	Probable Number of Volumes Purchased	Staff
\$ 10,000	\$ - 7500	-2000	1
10,000-15,000	7500-10,000	2000-3000	1.5
15,000-20,000	10,000-13,500	3000-4000	2
20,000-25,000	13,500-16,500	4000-6000	3
25,000-30,000	16,500-19,000	6000-7500	4

Five Years of Library Cooperation in the North Texas Region

Dr. Sampley is librarian, North Texas State Teachers College, Denton.

A PROJECT in library cooperation in the North Texas region has extended from its inception in December 1942, to the publication in mimeographed form on Aug. 1, 1948, of a completely revised *North Texas Regional Union List of Serials*. The publication of this list may appropriately be the occasion for a summary of the history of this project and a brief account of what it has accomplished.

In December 1942, a survey to determine whether it was feasible to organize a cooperative regional library enterprise was authorized by the presidents of North Texas State Teachers College, Southern Methodist University, Texas Christian University, and Texas State College for Women. Dr. A. F. Kuhlman, who carried out the survey, included in it also the public libraries of Dallas and Fort Worth and the library of Southwestern Baptist Theological Seminary. Thus three libraries in Fort Worth, two in Dallas, and two in Denton were brought into the enterprise. These libraries, located within an hour's driving distance of each other, are in the heart of the thickly settled North Texas region, and contained in 1943 a book stock of 810,000 volumes.

As a result of the survey, Dr. Kuhlman recommended the organization of the North Texas regional libraries with a coordinator or director; the mimeographing of a union

list of serials; the expansion of the serial resources through planned, cooperative purchasing; cooperative acquisition of additional reference and bibliographic tools; a regional program for collection of government documents, newspapers, and manuscript collections; a union catalog of books; proper financial support; systematic planning for the strengthening of library resources; and local coordination of libraries.¹

Of these recommendations two have been carried into effect: the mimeographing of a union list of serials, and the expansion of the serial resources through planned, cooperative purchasing. Some progress has been made in the local coordination of libraries. On the proposals involving the creation of some central library system, no steps have been taken. The fact that each of these libraries operates under a separate governing body is an obstacle which is not likely to be overcome in the near future.

The recommendation for the mimeographing of a union list of serials has been fully carried out. Each of the cooperating libraries sent in cards of their serial holdings to North Texas State Teachers College, where the master card catalog was established. From this catalog the first *North Texas Regional Union List of Serials* was published in mimeographed form in November of 1943. A supplement to this list was issued Jan. 15, 1945, and a second

¹ Kuhlman, A. F., *The North Texas Regional Libraries: An Inquiry into the Feasibility and Desirability of Developing Them as a Cooperative Enterprise* (mimeographed), Nashville, Peabody Press, 1943, pp. 77-82.

supplement was added Mar. 15, 1946. On Aug. 1, 1948, a completely revised union list was published.²

In the original *Union List*, Dr. W. Stanley Hoole, the editor, compiled the following table of titles held in the region:

The growth in serial holdings over the period from November 15, 1943, to June

1, 1948, is indicated in Table III. These rates of increase, ranging from 49 to 85 per cent, must be attributed in great measure to the stimulus of the regional project.

Not only have the libraries rapidly increased their holdings in serials; they have also made a concerted effort to eliminate

Table I^a
Titles in the Region

Held by:	(1) Complete Closed Files	(2) Incomplete Files	(3) Complete & Current Files	(4) Total Columns 1-3	(5) Titles Rec'd Currently
7 libraries		11		11	4
6 libraries		51	3	54	58
5 libraries	3	113	7	123	70
4 libraries	7	222	19	248	131
3 libraries	14	418	46	478	181
2 libraries	68	773	92	933	295
1 library	385	2406	395	3186	834
Totals	606*	7042*	846*	8494*	3217*

* Obtained by multiplying the figures in each separate bracket by the number of institutions opposite, and totaling.

An analysis of holdings of serials as of June 1, 1948, appears below:

duplication of rarely-used material. A committee of faculty representatives from North

Table II
Titles in the Region, June 1, 1948

Held by:	(1) Complete Closed Files	(2) Incomplete Files	(3) Complete & Current Files	(4) Total Columns 1-3	(5) Titles Rec'd Currently
7 libraries		11		11	13
6 libraries	1	66	8	75	94
5 libraries	4	165	15	184	109
4 libraries	19	342	41	402	168
3 libraries	29	609	64	702	238
2 libraries	119	1058	169	1346	429
1 library	573	3373	748	4694	1378
Totals	1000*	9982*	1565*	12,547*	4822*

* Obtained by multiplying the figures in each separate bracket by the number of institutions opposite, and totaling.

² *North Texas Regional Union List of Serials* (mimeographed), Revised Edition, edited by Arthur M. Sampley and Louise Evans, Denton, Tex., North Texas State Teachers College, Aug. 1, 1948.
³ *North Texas Regional Union List of Serials* (mimeographed), edited by W. Stanley Hoole, Denton, Tex., North Texas State Teachers College, 1943, p. x.

Texas State Teachers College, Southern Methodist University, Texas Christian University, and Texas State College for Women met in the spring and summer of

Table III
Increase in Serial Holdings

	1943	1948	Per Cent Increase
Complete Closed Files	606	1000	65
Incomplete Files	2406	3373	49
Complete and Current Files	846	1565	85
Titles Rec'd Currently	3217	4822	50

1944 and drew up a master list of serials to be acquired for the region as a whole. Each of these four libraries was assigned a certain number of files for which it was to fill in the gaps not held in the region. In the three-year period from July 1, 1945, through June 30, 1948, \$40,000 was spent by these four libraries in completing files for the region. None of this sum was spent to duplicate materials already held.

While this procedure strengthened the library resources of the region and reduced duplication in certain files, it did not reduce the total amount of duplication, which, as Table IV shows, has slightly increased.

At first glance it may appear that the regional project has had no effect in keeping down duplication, but this conclusion fails to take into account the probability that without cooperation the increase in duplication would have been considerably greater. All the libraries are growing rapidly and are making up for a late start in acquiring

materials. The two public libraries have similar clienteles, and the four colleges and universities have similar curricula. Thus if the latter, all of which are members of the Southern Association of Colleges and Secondary Schools, had files of all the periodicals recommended by the Association,⁴ the amount of duplication would be very much greater than it is. It is nevertheless true that more careful planning could reduce the acquisition of rarely-used files by more than one library.

One of the recommendations which has borne fruit is that calling for greater local cooperation in utilizing library resources. In Denton, for example, students of each of the two state-owned institutions have full use of the library facilities of both colleges. The result is that the library resources available to the students in each institution have been increased by not less than fifty per cent,⁵ without the cumbersome process of interlibrary loans.

(Continued on page 68)

⁴ Southern Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education, *The Classified List of Reference Books and Periodicals for College Libraries*, Revised Edition, 1947, pp. 83-105.

⁵ The total number of books available would be increased by a much greater per cent, but there is considerable duplication of titles. A comparison of 505 books from North Texas State Teachers College and 503 books from Texas State College for Women showed in 1943 that 159 of the N.T.S.T.C. books were duplicated at T.S.C.W., and that 224 of the T.S.C.W. books were duplicated at N.T.S.T.C. See Kuhlman, *op. cit.*, p. 24.

Table IV
Duplication of Files, 1943, 1948

Titles Held By	1943		1948	
	Number of Titles	Percentage	Number of Titles	Percentage
1 library	2902	60.8	3796	57.7
2 libraries	841	17.6	1196	18.2
3 libraries	444	9.3	687	10.4
4 libraries	282	5.9	455	6.9
5 libraries	170	3.6	253	3.8
6 libraries	119	2.5	169	2.6
7 libraries	16	.3	27	.4
Totals	4774	100.0	6583	100.0

By ROBERT H. MULLER

The Selection of Daily Newspapers for a College Library

Dr. Muller is librarian, Bradley University.

IN SELECTING daily newspapers, the college librarian is usually guided by tradition and by his personal ideas as to what constitutes a well-balanced representation.¹ He tries to be fair in his selection by subscribing to the more conservative as well as to the less conservative papers. In the Middle West, if it is a choice between the *Chicago Tribune* and the *Chicago Daily News*, he is likely to select both. To demonstrate his lack of bias, he may even add the *Chicago Sun and Times*, the tabloid in which the *Chicago Sun* was buried early in 1948. When it comes to *PM** or the *Daily Worker*, the librarian of a typical medium-sized or small college is likely to be more cautious.

I

In order to ascertain what newspapers students and faculty wished to see in the library of a fairly typical medium-sized urban college, a questionnaire was submitted to a representative sample of the student body and to all members of the faculty of Bradley University in December 1947. Bradley University had an enrolment of 3128 full-time students and a full-time faculty of 125. It is located in Peoria, a city of over 100,000 population, roughly midway between Chicago and St. Louis, in the "heart" of Illinois.

¹ Cf. Lyle, Guy R., *The Administration of the College Library*. New York, Wilson, 1945, p. 387.

* Now the *New York Star*.

The student sample numbered 373, or about 12 per cent of the student body. The sample was designed to show the same distribution as the university population; that is, 30 per cent freshman, 43 per cent sophomores, 17 per cent juniors, 10 per cent seniors. There were 82 men for every 17 women, which was about the same as the division in the total student body (85:15). The sample was obtained through classes in American history, chemistry, philosophy, and sociology.

The faculty questionnaire was returned by 80 out of 125 faculty members (64 per cent). Since the responses were anonymous and there was no follow-up, it was impossible to determine how representative the sample was in terms of subject specialization, age, length of residence, etc.; but it seemed large enough to be reliable, and there was no reason to doubt it to be representative of the faculty as a whole.

The following question was asked: "If you could choose only *three* daily newspapers, which of the following would you like to see in Bradley's library? Indicate your preferences by numbering 1, 2, and 3." The list included ten titles. Another question asked what daily newspapers had been regularly or occasionally read by the respondent during the past six months. Table I summarizes the responses, without making a distinction between first, second, and third choices.

The *New York Times* was selected by more students and more faculty members

Table 1
Newspapers Selected and Read by Students and Faculty

Newspaper	Selected for Library by These Percentages of:		Read by These Percentages of:	
	Students (N = 373)	Faculty (N = 80)	Students (N = 373)	Faculty (N = 80)
<i>New York Times</i>	65	84	25	48
<i>Chicago Tribune</i>	50	38	80	65
<i>Chicago Daily News</i>	35	26	36	38
<i>Chicago Sun</i> ^a	29	16	51	40
<i>Chicago Herald-American</i> (Hearst)	17	3	28	11
<i>Christian Science Monitor</i>	17	38	7	26
<i>St. Louis Post-Dispatch</i> ^b	22	20	8	21
<i>PM</i> (New York)	11	14	7	15
<i>Peoria Journal</i> (Eve.)	33	34	81	76
<i>Peoria Star</i> (Morn.)	22	21	70	51

^a Merged with the *Chicago Times* to form the *Chicago Sun and Times*, after the questionnaire was taken. The *Chicago Times*, (a tabloid) had been omitted from the list of choices since it was considered to be of negligible appeal in Central Illinois in 1947, a fact borne out by a survey of newspapers received in Illinois college libraries (Table 6).

^b Only one St. Louis paper was included among the choices, largely in order to test the relative cultural dependence of Peoria upon St. Louis as against Chicago.

than was any other paper. The *Christian Science Monitor* won a higher proportion of votes from the faculty than from students, whereas the opposite was true of the *Chicago Tribune* and the *Chicago Sun*. The *Chicago Sun* had much less appeal than the *Chicago Tribune* among students as well as faculty. The appeal of the Hearst paper was negligible among the faculty. The *Chicago Daily News* was moderately popular with both groups. Local papers were chosen by equal proportions of students and faculty, the somewhat more conservative paper (*Peoria Star*) receiving slightly fewer votes from both groups. The only St. Louis paper included received fewer votes than most Chicago papers, reflecting Peoria's closer ties to Chicago. Very few votes went to *PM*, either because it was relatively unknown or because of its leftist editorial policy.

Comparisons between selections for the library and actual reading were revealing. Apart from the local papers, which, of course, were read more widely than out-of-town papers, the *Chicago Tribune* occupied the highest position for students and

faculty. Nevertheless, only a little over one-half of the *Tribune* readers thought that the *Tribune* should be in the library. The same tendency was observed for the *Chicago Sun* and the *Chicago Herald-American*. The *New York Times*, and the *Christian Science Monitor*, on the other hand, showed exactly the opposite tendency, with about twice as many votes for their being selected for the library as the proportions of their actual readers. Such tendencies reflect the high prestige of these latter two papers and also perhaps the fact that what people recommend for others is not necessarily what they prescribe for themselves.

In Tables 2 and 3, actual figures for first, second, and third choices are shown in detail. Among students, the *New York Times* and the *Chicago Tribune* were overwhelmingly first choices, whereas among the faculty only the *New York Times* received a preponderant number of first choices as compared to second and third choices.

To portray relative popularity, a total score was computed for each newspaper as

Table 2
Students' Choices of Newspapers
(N=373)

Newspaper	Choices			Total
	1st	2nd	3rd	
<i>New York Times</i>	102	78	61	241
<i>Chicago Tribune</i>	78	64	45	187
<i>Chicago Daily News</i>	30	54	44	128
<i>Peoria Journal</i>	43	41	39	123
<i>Chicago Sun</i>	20	38	50	108
<i>Peoria Star</i>	27	30	26	83
<i>St. Louis Post-Dispatch</i>	20	24	38	82
<i>Christian Science Monitor</i>	15	32	18	65
<i>Chicago Herald-American</i>	12	31	20	63
<i>PM (New York)</i>	10	13	16	39

follows: First choices were multiplied by an arbitrary weight of 3, second choices by a weight of 2, and third choices by a weight of 1. Adding these products yielded a total score, on the basis of which the rank order of each newspaper was determined. Table 4 shows the ranks of each newspaper; they reflect popularity among students and faculty. Such a table could serve as a practical aid to college librarians whose duties include the selection of newspaper subscriptions. It shows clearly how student opinion differs from faculty opinion² and what newspapers would be most severely missed if the library

carried no subscriptions to them.

It is not implied that such a ranking should automatically dictate the choice of subscriptions. It should merely serve as an operational guide. To be specific, a librarian may be convinced that the *Chicago Herald-American* or *PM* is the best newspaper; but in choosing either one, Table 4 will tell him how far his selection deviates from popular opinion. He may not wish to meet popular demand, but in deciding not to meet it, a sample survey as outlined in this paper will indicate the risk he is taking. Such knowledge will be of great value in his public relations program.

² Spearman's rank correlation coefficient was +.81.

Table 3
Faculty's Choices of Newspapers*
(N=80)

Newspaper	Choices			Total
	1st	2nd	3rd	
<i>New York Times</i>	33	26	8	67
<i>Chicago Tribune</i>	4	21	6	31
<i>Christian Science Monitor</i>	3	19	8	30
<i>Peoria Journal</i>	6	15	6	27
<i>Chicago Daily News</i>	1	16	4	21
<i>Peoria Star</i>	3	9	5	17
<i>St. Louis Post-Dispatch</i>	1	4	11	16
<i>Chicago Sun</i>	3	7	3	13
<i>PM (New York)</i>	3	6	2	11
<i>Chicago Herald-American</i>		2		2

* When a respondent failed to indicate preferences among his three choices, all his selections were counted as second choices.

Table 4
Newspaper Selections Ranked by
Weighted Score Totals*

Newspaper	Rank	
	Students	Faculty
<i>New York Times</i>	1	1
<i>Chicago Tribune</i>	2	3
<i>Peoria Journal</i>	3	2
<i>Chicago Daily News</i>	4	5
<i>Chicago Sun</i>	5	7
<i>Peoria Star</i>	6	6
<i>St. Louis Post-Dispatch</i>	7	9
<i>Christian Science Monitor</i>	8	4
<i>Chicago Herald-American</i>	9	10
<i>PM</i>	10	8

* A first choice received a weight of 3; a second choice a weight of 2; a third choice a weight of 1. Score totals reflect degree of popularity.

II

There is always a strong temptation to base recommendations and policies on what other institutions are doing. To show how closely such external evidence agrees with the evidence gathered from the kind of opinion survey described in the first part of this paper, the subscription lists of a sample of four-year colleges accredited by the North Central Association were studied. Of the 28 Illinois colleges that were asked to submit their lists, 25 responded. The average number of subscriptions carried by the group was 5 (both mean and median).³

The distribution is shown in Table 5. This table excludes specialized dailies (such as the *Drover's Journal* or the *Chicago Journal of Commerce*) and foreign-language newspapers, but includes local newspapers of the town in which a particular college is located.⁴

Table 6 indicates for each newspaper how many Illinois college libraries were receiving it. When studying this table, it should be borne in mind that not all the colleges

³ This figure is much smaller than the averages obtained in the surveys by Gable. (Gable, J. H., *Manual of Serials Work*. Chicago, American Library Association, 1937, pp. 176-77.)

⁴ There was one atypical college which subscribed to a large number of local papers of towns in its region; these local papers were not counted.

Table 5
Frequencies of Newspaper Subscriptions in
25 Colleges in Illinois

Number of Daily Newspapers Received	Number of Libraries
0	3
1-4	6
5-6	9
7-13	7
Total	25

are located close to Chicago, and that colleges in Southern Illinois are more likely to receive St. Louis papers than those in northern sections, whereas at least one Chicago paper is likely to be received by almost every college in Illinois.

Table 6
Distribution of Newspaper Subscriptions in
22* Colleges in Illinois

Newspaper	Number of Colleges Receiving
<i>New York Times</i>	19
<i>Christian Science Monitor</i>	17
<i>Chicago Tribune</i>	16
<i>Chicago Sun</i>	15
<i>Chicago Daily News</i>	14
<i>St. Louis Post-Dispatch</i>	9
<i>PM</i>	4
<i>St. Louis Globe-Democrat</i>	2
<i>New York Herald-Tribune</i>	2
<i>Chicago Herald-American</i>	1
<i>Washington Post</i>	1
<i>Illinois State Journal</i> (Springfield)	1
<i>Des Moines Register</i>	1
<i>Dallas News</i>	1

* The total number of responding libraries was 25, of which 3 carried no subscriptions to newspapers (cf. Table 5).

Frequencies for the first five titles are so similar that no reliable conclusions as to relative popularity can be drawn. There appears no sharp discrepancy between Table 6 and Table 4, except with regard to the *Christian Science Monitor*, which is highly

esteemed by the faculty and is received, probably as a gift, by nearly all libraries, despite its low popularity among students.

The survey of newspaper subscriptions in Illinois college libraries revealed several additional facts: (1) The *New York Herald-Tribune*, received by two libraries, was taken in addition to, rather than as a substitute of, the *New York Times*. (2) The only college subscribing to Hearst's *Chicago Herald-American* received also all the other Chicago dailies. (3) The *St. Louis Post-Dispatch* was more popular than the *St. Louis Globe-Democrat*. (4) Most libraries receiving the *Chicago Sun* also received the *Chicago Tribune*. There were two colleges, however, where only the *Chicago Tribune* was subscribed to, and one college where only the *Chicago Sun* was received. (5) Of the four libraries receiving *PM*, three subscribed to eight additional dailies each, which indicates that such luxury can apparently be afforded only in the more prosperous libraries.

The value of the public opinion approach to newspaper selection can be seen most clearly when studying institutions that receive only four or fewer than four nonlocal newspapers. College A received only the *New York Times*; College B, the *New York Times*, the *Christian Science Monitor*, and *PM*; College C, the *Christian Science Monitor* and the *Chicago Sun*; College D, the *New York Times*, the *Christian Science Monitor*, the *Chicago Daily News*, and the *Chicago Tribune*; College E, only the *Chicago Tribune* and *Chicago Sun*. In all these cases, the question arises as to the soundness of the selection in terms of what the students and the faculty want. An opinion survey might help to provide an answer.

III

Several studies have shown that most

adults read in order to reinforce their pre-dispositions.⁵ They do not usually read newspapers to have themselves converted to a new point of view. If a college library is to gain the support of its constituents, it must necessarily provide opportunities for reinforcement of whatever view is represented among students and faculty. But what of education? Is a college not supposed to expose the student only to the best and to shield him from the worst? To such questions there are no easy answers. College teachers would have to be in agreement as to what is good and what is worthless. They would also have to decide whether exposing the young to disapproved ideas is dangerous, or whether such exposure might not be a useful device for encouraging students to exercise and train their critical abilities.

It seems that the most desirable type of education permits the student to make up his own mind. Indoctrination is effective only on the surface. In a democracy we should vigorously oppose any deliberate blocking of the channels of communication. A college library should foster an atmosphere of impartiality and free inquiry.

As to the practical problem of selecting newspapers the college librarian should be guided primarily by what students and faculty want and by what they believe is good for them. Such preferences can be objectively ascertained, as was demonstrated in Part I of this paper. In addition, if funds permit, he should use his good judgment in providing as wide a selection of different editorial slants as possible to meet the needs of minority groups and to expose students to publications they may otherwise never have an opportunity to read.

⁵ Cf. Waples, Douglas, and others. *What Reading Does to People*. Chicago, University of Chicago Press, 1942.

Balancing Junior College Instruction with Library Support¹

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THE SOUTHERN states have a reason to have pride in their development in the junior college field. In 1906 Kentucky was the first state in the country to formulate standards for accrediting junior colleges.² In 1946-47 the southern region, as represented by Texas, had the largest state enrolment in private colleges, the largest increase in public junior college enrolment, and the largest number of new colleges.³ Mississippi, with her planned statewide system of junior colleges, matched California in providing junior college advantages to each 96,000 of the population in 1940.⁴

Among all regional groups the Southern Association of Colleges and Secondary Schools has had the distinction of containing the largest number of regionally accredited junior colleges. In the official report of the American Association of Junior Colleges in 1947 only 170 junior colleges were accredited by one of the five regional groups, with approximately 70 of these being in the South.⁵ Wheeler has called attention to the fact that the Southern Association has at times led the country in understanding, high purpose, and requirements.⁶ Although he

was referring to school library training and practice, the comment is a tribute. Whether it is held that junior college education is an extension of secondary education or that it is a type of higher education, it is generally agreed that junior college libraries need to provide facilities superior to those in the average high school. A first step for junior college librarians, therefore, in studying their role is to re-examine present standards.

As chairman of the Junior College Libraries Section of A.C.R.L., the writer initiated a study of regional and state library standards in 1946-47. Reports were received from five regions and California. The evidence in these reports indicates that standards for junior college libraries need to be raised in other official accreditation regions and in California. Since California lies outside of the official accreditation associations, it had no formal standards except for the general requirements for colleges participating in state-aid funds. Summaries of the regional reports and other activities of the Junior College Libraries Section appeared in a mimeographed publication distributed last year.⁷ The full report of the section's committee for the southern region is also available.⁸ The data used in the

¹ Based on a paper read at the meeting of the Southern Association of Junior Colleges, Louisville, Ky., Dec. 1, 1947.

² American Council on Education. *American Junior Colleges*. Washington, The Council, 1940, p. 41.

³ American Association of Junior Colleges. *Junior College Directory, 1947*. Washington, A.A.J.C., 1947, p. 33.

⁴ American Council on Education. *Op. cit.*, p. 29.

⁵ American Association of Junior Colleges. *Op. cit.*, p. 36.

⁶ Wheeler, Joseph L. *Progress and Problems in Librarianship*. New York, Carnegie Corporation, 1946, p. 1.

⁷ A.C.R.L. Junior College Section. "Progress Report," v. 1, 1946-47; ed. by Mary H. Clay, chairman. Monroe, La., P.O. Box 693, The Section, 1947.

⁸ A.C.R.L. Junior College Section, Southern Regional Committee on Standards, 1946-47. "Suggestions for Revision in the Junior College Standards for the Southern Association of Colleges;" ed. by Lola R. Thompson, chairman. [Stephenville, Tex., 1947.]

following discussion were obtained by questionnaire to the 61 junior college librarians in colleges approved by the Southern Association. Forty-five replies were received, but only 35 were usable.

Staff Standards and Service Loads

Requirements for library staff may be examined on the basis of present standards: "The librarian should be a full-time library employee, have a degree in library science, and have faculty rank." With expansion of curricula additional teachers are employed to handle the extra load. In the present Southern standards no mention is made of library staff expansion to meet a growing service load in a college library. In the American Library Association's publication *School Libraries for Today and Tomorrow: Functions and Standards*, issued in 1945, is the following statement: "A completely successful library requires a budget adequate to provide a staff of librarians and clerical assistants sufficient in number to administer the library and provide consulting and advisory services to the students and faculty members." While the exact number needed in a specific junior college will depend on a variety of local conditions, the implication in the present standard that one librarian is always adequate should be changed to provide for staff expansion to match other college growth. A study of college catalogs of the Southern accredited group reveals the presence of one private junior college with an enrolment of approximately 350 which has two full-time professionally-trained librarians and a third staff member with a college degree.

In 1930 the group of junior college librarians in the American Library Association recommended the following in regard to personnel of library staff for junior colleges of different sizes:⁹

⁹ Stone, Ermine. *The Junior College Library*. Chicago, A.L.A., 1932.

1. For the library of 500 students or less it is recommended that there should be two professional librarians, supplemented by student help and clerical assistance.

In the Southern colleges within this size range from which data were obtained it was found that only one college met this recommendation in 1946-47.

2. For the library of 500 to 1000 students there should be a librarian, three professional assistants, and clerical assistance.

Data from questionnaires reveal that no colleges under 1000 in enrolment in the group provide a library staff of the recommended size. One college has two and one-half professional assistants and another has two professional assistants and one sub-professional. In the few Southern colleges with enrolments over 1000 there are two with professional staffs of three and two others with staff members of clerical or sub-professional grade. The standards provide for a sixth member of the professional staff for enrolments beyond 1500. But in each size group the staffs provided are smaller than those recommended for colleges on the basis of their enrolment and number of faculty members. In 1936-37 the group of colleges studied enrolled 10,334 students, or an average of 313 for the colleges responding to this question. In 1946-47 the same institutions enrolled 21,580, with an average enrolment of 654. To take care of these enrolment increases, which have more than doubled, the average college in the group increased the faculty from eighteen in 1936-37 to thirty-four in 1946-47. These larger faculties also add to the service load of the library staffs. How do additions to the library staff compare to other increases? At the end of the comparative period professional assistants held positions in only eight colleges, or less than one-fourth of the group. The median size of the library staff remains at one. Thus, nothing has been done to meet the increased

load on the libraries in most cases. Moreover, in connection with student help provided, libraries have lost in the period since 1936-37, the N.Y.A. helpers and the adult W.P.A. workers, both formerly supplied by government funds without cost to the college. To add to the problem, a few colleges have added classroom duties to the already burdened library staff. The returns on the questionnaire show that in seven of the colleges the librarian is not permitted to select student assistants.

Salaries and Increases

It is understood that the Commission on Secondary Education of the Southern Association has ruled that, for purposes of salary scales and ranking, librarians holding the B.S. in Library Science, or B.L.S., representing a fifth year of professional study beyond the first A.B. degree, should have the same recognition as faculty members with the master's degree in other subject fields. Of the twenty-four replies concerning the degree to which the librarian's salary had been increased as compared to that of other faculty members of equivalent training and experience, seven or nearly one-third indicated that their salary increases had been less than that of the other faculty members. In answer to the question on the total increase in the librarian's monthly salary over the decade, none received more of an increase than the librarian who started at \$60.00 and at the end of sixteen years received \$187.50. One Texas librarian replied that she had received an increase of 100 per cent. As she gave no figure, her salary increase could not be included in these summaries. Eighteen of the salary increases were less than \$65.00 a month for the entire ten years. Three Texas colleges raised their librarians' salaries \$100.00 and over per month, but not in excess of the record \$127.50 for another state. The

average raise for those responding amounted to \$53.43 for ten years. The average monthly increase in one year thus comes to \$5.34. According to a Nov. 22, 1947, release from the U. S. Bureau of Labor Statistics, the rise in food prices has brought the food index for September 1947 to 203.5 per cent of the 1935-39 average.¹⁰

These conditions are directly responsible for the considerable turnover of staffs in junior college libraries. Five of the colleges changed librarians three times; two others changed four times. There are many single resignations in the librarianships and assistantships. Junior college librarians are finding that senior colleges, public libraries, special libraries, and even high school libraries are offering more attractive salaries. For example, the Texas State Department of Education indicates that the following salaries are being actually received this year:¹¹

San Antonio—5 high schools paying \$400 per month.

Houston—8 high schools paying between \$3000 and approximately \$4000 per year.

Dallas—4 high schools paying \$3000 and above, and 1 paying \$4000.

Inadequacy of Specified Number of Volumes and Per Capita Book Expenditures

In regard to holdings, which we also believe need reconsideration, the present standards require that "the small junior college should have 4000 volumes." While junior college libraries do not need the quantity of volumes that senior colleges do for research, the cost of keeping the collection in good condition by replacement of worn copies, binding of reference periodicals, and purchasing the important new books needed for the various courses and for cultural reading

¹⁰ *The Shreveport Times*, Nov. 23, 1947, p. 22, "Price Index Higher."

¹¹ Source: Letter from Mattie Ruth Moore, director of school libraries, Texas State Department of Education, on Nov. 24, 1947.

is a significant item in a college budget. While the present requirement of \$2.50 per capita for expenditures for books, periodicals and binding has served a useful purpose in building the initial book collections in Southern libraries, such a quantitative yardstick will not measure the adequacy of a library for the educational program of a particular institution. Dr. Doak S. Campbell, president, Southern Association of Colleges in 1947 and a former secretary of the American Association of Junior Colleges for sixteen years, has commented on the proper basis for determining the size of a library as follows:

The requirement of a given number of books per student enrolled is open to serious question, whether the requirement be on a flat scale of five books per student or on a graduated scale. The chief factor in determining the size of the library should be the curriculum. The size of the student body becomes a factor only as enrolments in specific courses require more duplicate copies of the books necessary for such courses.¹²

Curriculum and the Library

Through the cooperation of Dr. James Reynolds and three graduate students in the junior college field, data were collected for the same group of colleges under consideration. College catalogs available at Peabody were analyzed. Comparable information for a representative group of sixteen colleges reveals the following trends in the curricula for the decade from 1936-37 through 1946-47:

	1936-37	1946-47	Percentage of Increase
Total number of curricular offer- ings by group	101	161	59.4

¹² Campbell, Doak S. *Libraries in the Accredited High Schools of the Association of Colleges and Secondary Schools of the Southern States: A Report of the Status of High School Libraries with Respect to the New Library Standards of the Association*. Nashville, Tenn., George Peabody College, Development Surveys and Field Studies, 1930, p. 5.

Total number dif- ferent semester hours offered in group	3046	5056	
Average number hours per insti- tution	190	316	66.3

These figures indicate that there has been a decided increase in course offerings. From the questionnaires it was learned that only one-fourth of the librarians are members of curriculum committees. In fact, in one-third of the colleges no such committees have been established. In nearly one-half of the colleges the librarians reported that new courses were added to the curricula in colleges which have inadequate library resources. It is obvious that \$2.50 per capita cannot meet increased needs of new courses. We do not argue for a narrow curriculum if the college has financial resources to support broad library purchases.

Other Factors

Among other recent factors which have the library side of the instructional scales calling for increases in library budgets are the following:

1. "Operating costs of libraries have increased 50 per cent since 1940," according to Carl H. Milam, former Executive Secretary of the American Library Association.¹³ "Such a reduction in buying power of libraries would be serious at any time. It is tragic in this period when the U.S. and the world need a great improvement and expansion of the agencies of communication, information, and education." Twelve librarians, or approximately one-third of the group, responding in time for tabulation, indicated that teachers complained that book funds are now insufficient to meet the needs of their departments. Several noted that most departments reported that adequate funds were not available.

2. On the national level the percentage of special students in junior college has increased

¹³ A.L.A. press release, Oct. 21, 1947, on American Library Association's Annual Report, 1946-47.

from 15 per cent in 1937 to 47.6 per cent in 1947. This has resulted in requests for evening hours of opening, special reserve book regulations, greater duplication of titles, and more demands on the staff.

3. The introduction of audio-visual aids in instruction has created demands upon libraries to stock and service these expensive, but important tools. Use of these aids during the war has accelerated the spread of their adoption in colleges.

4. The rapid development of terminal and semiprofessional training in the junior colleges call for book and periodical purchases of a different type than those needed in general and preprofessional work of the first two years, thereby adding to the cost of proper library development.

5. Instead of temporary makeshift solutions of problems created by the large veteran enrolment in junior colleges, prominent educational leaders suggest permanent programs in these institutions. In evaluating the possible expansion in junior college education, President J. B. Conant of Harvard wrote, "Here we have the most exciting area of educational activity and one that holds great promise for the future."¹⁴ President T. S. Painter, of the University of Texas, stated recently that in selecting the faculty, he will concentrate on graduate and upper level faculty because the junior colleges are taking over more and more of education at the lower college level.¹⁵

6. Adequate library budgets are needed to provide materials and services to meet the changed methods of teaching and rapid expansion in fields of knowledge which make "the whole library the textbook" for the modern student, according to President Sproul of California.¹⁶ Pioneer work in integration of the library and instructional programs has been done by a junior college—Stephens College of Missouri. Dean B.

Lamar Johnson reports a library staff budget last year of approximately \$30,000. While that figure may be unattainable for most junior college libraries now, it is indicative of the cost of adequate library service for the educational program of one particular junior college. Former President Wood of Stephens had a broad vision of the educational possibilities of his library and backed up his vision with budgetary support. "Satisfactory school or college library service is dependent upon adequate financial resources. The school (or college) administrator cannot expect maximum results with minimum expenditures."¹⁷

Summary

The evidence available shows that the support of the junior college libraries has not kept pace with the growth in enrolments, number of faculty members and course offerings. Demands upon the college library service can only be way below par. Costs for personnel, books, supplies and equipment continue to rise, and the only way out is increased budgets.¹⁸ As presidents and deans and boards of trustees recognize this situation, which has been growing progressively worse in most cases during the decade from 1937 through 1947, active steps will be essential to balance the financial support of the library to match the much heavier load the junior college library is now carrying. Administrators wanting truly adequate library service will need to add dollars on the library side of the budget in proportion to the growing significance of the library in junior college instruction.

¹⁴ *School Libraries for Today and Tomorrow: Functions and Standards*. Chicago, A.L.A., 1945.

¹⁵ Since this paper was read in December 1947, the American Library Association Council, on Jan. 31, 1948, revised the Minimum Library Standards for 1948. The minimum salary expenditure per unit of service load (for the first 1000 units at the junior college level) was raised from \$8 to \$11 in recognition of the "failure of library salaries to keep up with living costs." The service load is figured at one unit for each regular junior college student and five for each faculty member. *A.L.A. Bulletin*, 42:104-07, March 1948.

¹⁶ Conant, J. B. *Public Education and the Structure of American Society*. New York, Columbia University, 1946, p. 39.

¹⁷ *Texas Junior College News Letter*, v. 4, Nov. 6, 1947, p. 3-4.

¹⁸ McCrum, Blanche P. *An Estimate of Standards for a College Library*. Lexington, Va., Washington and Lee, 1937, p. 3.

By WERNER B. ELLINGER

An Inexpensive Microprint Reader

Dr. Ellinger is on the staff of the Subject Cataloging Division, Library of Congress.

A MICROCOPYING process and a micro-copy reader which appear interesting in view of the recent discussions of micro-photographic methods of documentation¹ are described in a small book² which, although published in 1940, was only recently received at the Library of Congress.

The author succeeded in building a camera which allows varying the format of the exposures and controlling their sequence. Thus, one may proceed from photographing a newspaper to photographing a pocket-size book merely by changing the format, while the rate of reduction remains constant. With automatic shutter release and film transport, one hundred pages can be photographed in about fifteen minutes.

As standard size for the film or plate the author recommends the adoption of a format of 9×12 cm. ($3 \frac{5}{8}'' \times 4 \frac{3}{4}''$) and a reduction rate of 1 : 20. This allows the reproduction of more than 11 square feet, corresponding to about 15 newspaper pages or 150 pages of a reference book of customary size, plus extra space for the title, on one piece of cut film.

In the construction of a suitable reading machine, principal consideration was given to achieving a legible image at normal reading distance, and at the same time to saving

space and material. The result is the apparatus shown in the illustration. When not in use, the machine forms a box $4'' \times 6'' \times 12''$ in size, small enough to be carried in a briefcase. To operate the device, the front is removed and assembled to form a stand. The cover, which has a mirror on the inside, is mounted on it. The film or plate is held by a frame against a translucent screen and can be moved in any direction without losing its proper alignment. A light behind the screen projects the image on the mirror from which it is reflected either on a projection screen or on a piece of white cardboard on the table in front of the reader. Varying degrees of magnification can be achieved simply by moving the mirror. The image can be magnified even beyond the size of the original, a possibility particularly desirable in the case of small print. If it is desired to limit the image to one page or two opposite pages, the undesired parts may be cut off by a mask and the illusion created that the book lies opened on the table. (See illustration.)

Besides being a reading device the apparatus can be put to a number of other uses. If the image is projected on sensitized paper, drawings or copies can be made from it. Brought into proper position, the machine can serve as a music stand. A composition can thus be played from a single sheet of film rather than from voluminous scores. The device can further be used as a projector for any transparencies requiring a magnification from 20 to 50 times. It is able to hold 200 stereoscopic pictures.

¹ Cf. in particular: Rider, Fremont. *The Scholar and the Future of the Research Library*. New York, Hadham Press, 1944, and the ensuing work of the Microcard Committee which was established to explore the potentialities of the proposals in this work.

² Goebel, Joseph, *Schrift, Letter, Mikrokopie*. Mainz, Druck der Mainzer Presse, 1940.

The following are some of the advantages claimed by the inventor as compared with earlier methods of microfilm documentation: (a) the saving of storage space occupied by cut film as compared with that required for cinefilm, and the possibility of filing cut film in card drawers and using it in a vertical file; (b) the possibility of binding or framing cut film and of mailing it in letter envelopes; (c) the greater ease of referring to individual pages than is possible on 35mm. cinefilm, and the resulting saving of wear and tear; (d) the great resistance of glass to heat and deterioration, when glass plates, in particular the unbreakable kind, are used in lieu of film; (e) the protection which can be given to color film by keeping it between glass; (f) the simple operation, compactness, and low cost of the reading machine, which make it suitable for home use.

A comparison of the method of microreproduction described here with the widely discussed and somewhat similar reproduction on Microcards must, in view of the lack of adequate information on details of operation and cost of manufacture,³ be rather hypothetical. Nevertheless, the following differences may be noted.

The Goebel method, in contrast to the production of Microcards, does not require the destruction of the original publication and therefore is suitable for the microreproduction of rare or unique materials; the production of Microcards, since it requires the dissection of two copies of the publication to be processed, at least with the method employed at the present time, is necessarily limited to pamphlets and other expendable materials. With the Goebel method, the process of laying out the pages for photographing is not required. Film

or glass plates permit greater reduction, and they present, at any rate of reduction, a clearer image than sensitized paper. They also lend themselves readily to color reproductions. The reading device described here appears considerably less expensive



than the reading machines developed thus far for use with Microcards. Because of its adaptability to various uses as mentioned above, the machine may be useful in the library, the lecture room, the home, perhaps even the concert hall. A file of cut film is more durable and suffers less from rough handling than cards. Against these advantages must be held the greater ease with which Microcards can be filed and located, and the lower cost of Microcard stock compared with that of film. However, since all other costs are considerably less in the case of the Goebel method than in that of Microcards, the difference in

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³ Reportedly, Philips' Gloeilampenfabrieken in Eindhoven, Holland, manufacture a reading machine built on the principles of the one described here, at a sales price of about \$40.

By RAYNARD C. SWANK

University of Oregon Statutes and Supplementary Library Policies Relating to the Professional Library Staff

Dr. Swank, director, Stanford University Libraries, wrote this article while librarian of the University of Oregon.

THE FOLLOWING statement of selected personnel policies, which are now in effect at the University of Oregon Library, consists of: (a) excerpts from the *Administrative Code*¹ of the Oregon State System of Higher Education, and (b) supplementary interpretations affecting the professional library staff. The quotations from the *Administrative Code* apply generally to the academic staffs of the University of Oregon, Oregon State College, and other institutions in the state system, within which professional librarians have held academic ranks since 1932.

Tenure

Administrative Code, K-8a. Academic Staff. Members of the academic staff below the rank of assistant professor are generally appointed on one-year tenure unless in individual cases there is a definite understanding to the contrary. On recommendation of the executive head of the institution and the chancellor and the approval of the board, members of the academic staff of the rank of assistant professor or above may be placed on indefinite tenure.

¹ Oregon State Board of Higher Education. *Administrative Code*. Price of about \$40.

Working Hours

Administrative Code, K-9a. Academic. Because of the varied nature of the work, no attempt is made to define the exact number of working hours of administrative, instructional, research, or extension workers. All such staff members are expected to give the institution their undivided efforts, free from outside interests that interfere with their ability to render the institution maximum service. Determination of time of service is the responsibility of the executive head of the institution.

Library policy. a. According to the general regulation applicable to the academic staff, no definite working hours are prescribed for the professional members of the library staff, the measure of their service being the degree to which they fulfill the responsibilities of their individual jobs and devote their maximum efforts to the advancement of the library program, broadly conceived.

b. Responsibility for determining the adequacy of services rendered by staff members rests immediately with the department heads.

c. It is recognized that the nature of the work in some departments necessitates intra-departmental working schedules of varying lengths and degrees of exactness, for example, at service points and where the duties of several staff members are interdependent. Intra-departmental schedules, where necessary for adequate service, will be arranged by the department heads. It is expected that regularly recurring schedules will be kept as short as possible in order to allow maximum freedom to staff members in the organization of other phases of their jobs.

d. Attendance at faculty, committee, and other meetings of an official character, is interpreted as a responsibility of staff members in the performance of their regular jobs.

Vacations

Administrative Code, K-10. Vacation privilege is defined to mean absence from duty for the purpose of recreation and rest for a limited period during which regular compensation is received. Vacation privilege is not cumulative from year to year. Vacation privilege is not open to employees not serving for twelve months of the year.

Administrative Code, K-10a. Academic Staff. Staff members in the academic classification who are appointed on a twelve-months basis are eligible for one month's vacation with pay after one year's service.

Library policy. For all staff members, the vacation month is interpreted as twenty-seven working days and is computed on the basis of a six-day week. Institutional holidays are not regarded as working days.

Sabbatical Leave

Administrative Code, K-12. After six years of continuous service as a regular full-time member of the staff of any of the institutions of higher learning under the control of the state board of higher education, a staff member may be granted leave of absence not to exceed one year, better to fit himself for service to his institution and the state. Professorial rank is defined as that of assistant professor or above. (See *Administrative Code* for further details.)

Arrangements in Case of Illness

Administrative Code, K-13. Arrangements to care for the work of a staff member incapacitated by illness over a period longer than one month must have the approval of the executive head of the institution.

Library policy. No definite period of sick leave is specified.

a. Arrangements to care for the work of a staff member incapacitated by illness over a period longer than two weeks at one time must have the approval of the librarian.

b. Recurring brief illnesses, including dental and medical appointments, must be reported to the librarian by the department head when,

in their cumulative effect, they begin to interfere with adequate service. Adjustments will be made on the merits of each case.

Privileges of Staff Members

Administrative Code, K-16a. Academic Work. Full-time staff members may have the privilege of registering for class work on the following conditions: Staff members on a regular salary basis, other than graduate assistants, scholars, and fellows, must make application for the privilege of carrying work for credit, such application to be approved by the department head and the dean, and substituted for approval to the executive head of the institution before being filed in the registrar's office. In general, full-time staff members shall not carry work involving more than three term hours of credit; five term hours shall be the maximum. Requests may be in the form of a letter and should make clear the subjects and credits for which registration is requested. It is assumed that the regular duties of the staff member will not be interfered with.

Administrative Code, K-16b. Auditing. "Auditor" privileges are accorded staff members under the same general procedures as provided above (no special application to the executive office). Auditors are not expected to participate in the class discussions, and their presence should in no way interfere with the class program.

Library policy. a. Auditors are expected to report their activities to the department head, who will relay the information to the librarian for the record.

b. Every reasonable effort should be made to adjust working schedules in such a way as to accommodate staff members who wish to attend classes, whether or not for credit, which will contribute to better performance on the job.

Holidays

Administrative Code, K-17. The following are institutional holidays: New Year's Day, Memorial Day, July Fourth, Labor Day, Thanksgiving Day, Christmas Day. On these days all employees compensated on an annual or monthly basis are excused from regular institutional work, except where their duties

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By ELMER M. GRIEDER

State University Libraries and Regional Education

Mr. Grieder is librarian, West Virginia University.

1. The Proposal for Regional Education

THE current discussions regarding the establishment of regional centers for postgraduate higher education involve a radical departure in American university organization. If the proposals on which this discussion is based materialize in action, the private, municipal, and individual state universities will be joined by a fourth type, the cooperative enterprise jointly administered and supported by several states, for the specific purpose of supplying facilities for graduate and professional education which no one state can provide adequately.

This idea originated in the South. A strong motivating influence was undoubtedly exercised by the desire to fulfill the requirements laid down by the courts in such cases as that of Ada Sipuel, a Negro student who attempted to enroll in the University of Oklahoma law school, without breaking down the existing segregation of white and Negro students. The law school created by the state of Oklahoma in response to the demand that it provide equal facilities for Negroes has been declared inferior to the school at the University. This general problem, which faces the South in many fields of instruction, was complicated by the fact that the administration of Meharry Medical College at Nashville recently announced that unless help on a large scale

were obtained the school could no longer operate, since its private endowment and other income were insufficient to meet expenses. Meharry is the only medical school, other than that of Howard University, which offers extensive opportunities to Negroes, and its closing was at once recognized as a threat to the well-being of the South. The long-range problem of equal educational opportunity took on the character of an immediate crisis.

The first concrete measure toward its solution was the signing of a compact drawn up at a conference called by Governor Caldwell of Florida. Fifteen states participated: Alabama, Arkansas, South Carolina, Florida, Georgia, Maryland, Mississippi, Tennessee, Texas, Virginia, West Virginia, North Carolina, Kentucky, Louisiana, and Oklahoma. This compact is printed in the hearings of a Subcommittee of the Committee on the Judiciary of the United States Senate, Eightieth Congress, Second Session. The hearings, held on March 12 and 13, 1948, were called to consider S.J. Res. 191, which provided for approval of the compact, a step which such interstate action requires. Included in the transcript is a brief history of the proposal embodied in the compact, from which the information in the following paragraphs is taken.

Briefly, the compact itself provides for the creation of a Board of Control for Southern Regional Education, "the members of which board shall consist of the governor of each

state, *ex-officio*, and two additional citizens of each state to be appointed by the governor thereof, at least one of whom shall be selected from the field of education." The duties of the board are "to submit plans and recommendations to the states from time to time for their approval and adoption by appropriate legislative action for the development, establishment, acquisition, operation, and maintenance of educational schools and institutions within the geographical limits of the regional area of the states, of such character and type and for such educational purposes, professional, technological, scientific, literary, or otherwise, as they may deem and determine to be proper, necessary, or advisable." Title to such institutions would be vested in the board, and they would be supported jointly by the participating states in proportion to the populations as determined by the Bureau of Census, or on some other mutually satisfactory basis. Separate agreements between two or more states are permissible under the terms of the compact. There is, of course, much more to it than this; regulations are laid down for the adherence or withdrawal of states and the terms of office of board members are stated. The essence of the plan, however, lies in the provisions given above.

The racial problem is neither stated nor implied in the agreement. It naturally arose at the hearings, and tended somewhat to becloud consideration of the broader merits of the idea, as Governor Caldwell observed. On March 4 a conference at Gainesville was occupied with lengthy discussions regarding the general value of interstate cooperation in higher education. Owen D. Young, Dr. Oliver Carmichael, and Dr. Fred McCuistion strongly advocated it as a means of overcoming recognized deficiencies without reference to race. At the hearings Governor Caldwell spoke of the

shortage of mining schools in the South, Dr. Raymond Paty of the lack of facilities for dental training, and Senator Johnston of the general need for technical institutions. All these men expressed the belief that cooperation offered much more than an expedient for continuing segregation. The following section is based on the opinion that the idea must be taken in the broadest application as a method of overcoming a serious lack of facilities for high-level research and professional training in many areas of the country.

II. State University Libraries in Regional Groupings

The exact effect of a regional development on existing state universities depends on the scope and character of new institutions. It is possible that some will find themselves resembling good undergraduate colleges, although a certain amount of graduate work will probably always have to be carried on in local schools, if only because many students and faculty members will continue to have local interests, such as the history or geology of particular states. It can scarcely be denied that regional universities will tend to minimize the growth of state universities in certain directions, a limitation which will be shared by libraries. In those areas of learning which are already well developed locally there is less likely to be a serious restriction; it will be felt more acutely in fields which are comparatively undeveloped.

Regional cooperation will exert its greatest appeal in those geographical areas which are most deficient in facilities for advanced postgraduate study, and between individual states the appeal will vary with the situation of the university. If the latter has several good schools in operation, the fields in which it will wish to cooperate will be fewer than if it has few or no graduate

schools, in which case it will probably have also a library inadequate to support extensive graduate work. There are no exact quantitative or qualitative standards for a good research library, and it seems that an appraisal must always depend on what the university is attempting to do. The standards, in short, are relative rather than exact. It can be accepted, however, that the development of graduate work is limited by the collections available for students and faculty. Universities with small libraries are restricted in their undertakings, just as they are restricted by a lack of laboratories or other physical requirements. Therefore, a consideration of small state university libraries will provide at least a clue to those areas in which cooperative developments seem most likely to occur, and will point out the areas which seem most likely to profit by them.

As a starting point, the figures given in *The American Library Directory, 1945*, reveal that in 1944 the median library among forty-six state university collections possessed about 255,000 volumes. This figure is probably about 300,000 now, since Oklahoma, with 254,671 in 1944, had 280,978 in 1947, and Florida had 246,118 and 292,396 in the same two years.¹ For purposes of this discussion the below-median libraries will be considered "small," though a very good case can be made for regarding much larger collections as inadequate for extensive graduate programs. The catalogs of eleven of these institutions, scattered in all parts of the country, show that six of the eleven offer the degree of Ph.D., and three that of M.D. Three universities have one professional graduate school, in each case a two-year medical school; three have two professional graduate schools, and two have

three. Three offer no such instruction. Graduate study at the doctoral level is generally limited to a few fields, while masters' work is offered in a great many. In view of present enrolments it is probable that all these small schools are subject to a good deal of pressure for expansion of their graduate and professional programs.

In connection with this last point, it is generally expected that enrolments at all levels will remain higher than they were before the war. Even though they may decline somewhat from present peaks, there is at least a short-term probability that demands for graduate instruction will be very heavy as veteran undergraduates progress in their studies. The following figures from West Virginia University do not prove a trend, but they illustrate a situation which one below-median library must face:

	Under- classmen	Per Cent	Upper- classmen	Per Cent	Graduate	Per Cent
1945-46	2439	69.2	843	23.9	244	6.9
1946-47	4524	69.9	1496	23.1	453	7.0
1947-48	4162	60.0	2267	32.6	511	7.4

The figures for 1947-48 show a decrease of 9.9 per cent in the proportion of underclassmen, with increases of 9.5 per cent and .4 per cent for upperclassmen and graduate students respectively, as compared with 1946-47. Considering that the total enrolment is about double that for 1939-40, a greatly increased pressure for all kinds of reading matter can be expected in the immediate future, and is already manifesting itself. Since the library has always been much better equipped for undergraduate than for graduate study, the emphasis of this demand will be on materials for advanced research. Speculation regarding more or less permanent levels of enrolment at various grades must be deferred until the evidence of a few more years is available.

Of the fifteen states which subscribed to the compact of February, eight have university libraries falling below the median

¹ 1947 figures are taken from *Statistics of Southern College and University Libraries, 1946-47*. Baton Rouge, Louisiana State University Library, December 1947.

size, and seven have libraries lying above it. There remain fifteen university libraries below the median and not yet concerned in regional planning. If the entire group of twenty-three below-median collections is analyzed the possibilities of regional grouping are striking. The universities to which they belong are not located in a single region, and in fact the fifteen Southern states can hardly be called that. They stretch from Texas to Maryland. Historically, economically, culturally, and sociologically they vary greatly. Their common factor is the presence in each state of a large Negro population.

Several logical groups emerge rather than one cohesive group. If to the twenty-three libraries a few lying just above the median are added, much strength is added to several groups. In the illustration below, the letter *a* indicates universities with libraries of below-median size; *b* indicates those with larger collections. The names of states which have subscribed to the compact are italicized. Several of these have large and excellent universities, and the degree to which they will wish to cooperate in undertakings not connected with Negro education is perhaps doubtful. They have at least expressed an interest in regional cooperative projects, and are therefore included in the listing.

A Regional Grouping of University Libraries

1. *a.* Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island (no university)
2. *a.* *Maryland, Delaware, West Virginia, Pennsylvania* (no university)
b. *Virginia*
3. *a.* *South Carolina, Georgia, Florida*
b. *North Carolina*
4. *a.* *Mississippi, Tennessee*
b. *Kentucky, Alabama*
5. *a.* *Arkansas, Oklahoma*
b. *Louisiana, Texas*
6. *a.* *North Dakota, South Dakota, Wyoming, Idaho*

b. Montana

7. *a.* Nevada, Utah, Arizona, New Mexico

This division includes every university with a below-median library, and all the Southern states signing the compact. In these days of easy communication it is perhaps unnecessary to consider convenience of location unless accessibility is an important factor. This would be the case, for example, if professors at a regional institution were also expected to teach at a local university. The larger the groupings the more economically first-rate facilities could be provided. The alignment given above is thus intended less as a practical proposal than as an illustration of the possibilities which accidents of location offer for grouping the institutions which have most to gain from cooperative effort.

It is undoubtedly true that many of the institutions listed above are making efforts to expand their graduate programs. The difficulties which lie in their paths are indicated by the fact that of the twenty-three states with submedian libraries, seventeen fall below the median for state general revenues and for public library expenditures from state funds; and twenty fall below the median for state school expenditures.² Massachusetts, Connecticut, and Pennsylvania, which are high in the ranking by revenues, are special cases. All have fine private universities, and all have had until recently state colleges. The first two have lately undertaken to form universities on these foundations, and Pennsylvania State College is actually a university in all but name. In descending the scale of libraries smaller state revenues are encountered. Universities having the smallest ten libraries are in states which rank from thirty downward in the revenue scale, except for Massa-

² U.S. Bureau of Census, *State Finances, 1946. Compendium*. Washington, Government Printing Office, 1947.

chusetts and Connecticut. It appears that the smaller the library the smaller the resources which can be expected for university development, as well as other governmental services.

III. Summary

The following points emerge regarding interstate cooperation in higher education with special reference to the state university libraries which might be involved:

1. The idea of regional cooperation in advanced levels of higher education, while strongly motivated by the desire to continue the practice of racial segregation, has gone beyond that objective. Its application to the general problem of providing university facilities which are not available in large areas of the country has been advocated and is permissible under the compact of February 8, 1948, between fifteen Southern states.

2. Figures for 1944, with estimates to 1948, show that about one-half the state university libraries of the country have less than 300,000 volumes. A considerable part of this group, on the basis of a sampling of eleven institutions, offers work up to the Ph.D. degree, and supports one or more graduate

professional schools. It is obvious that for existing programs and for expansion these institutions are seriously handicapped with regard to library resources.

3. Enrolments are expected to remain at levels substantially higher than those of pre-war years. On a short-term basis a larger proportion of upperclassmen and graduate students can be expected; on a long-term basis the predictions are more doubtful, though the higher general enrolment levels will mean increased demands for all reading materials. This pressure will be felt with special force in those collecting areas which are, and usually have been, given less attention in smaller universities. Such areas include the high-level research literature in a number of subject fields.

4. The twenty-three below-median libraries can be grouped into coherent regional divisions. The Southern states subscribing to the compact of February 8 fall into several groups rather than one. The remaining states, with the addition of a few possessing libraries just above the median size, can be similarly aligned. The institutions which support the libraries are likely to be those which also require extensive additions to their research facilities, and therefore have most to gain from cooperation with others in the same situation.

Microprint Reader

(Continued from page 38)

cost between film and paper is insignificant except in the case of mass reproduction.

Whether in the end film or Microcards will prove more suitable for library use will depend not only on their relative degree of satisfactory performance and the rela-

tive cost of production, maintenance, and use, but also upon the manner of distribution of microreproductions and reading machines, and, last but not least, upon their acceptance by the library user as substitutes for the printed page.

Oregon Statutes

(Continued from page 40)

are of such character that release is not practicable, in which case the same amount of time may be allowed at another date. Student recesses in addition to the days above named do not constitute institutional holidays.

Professional Activities

Administrative Code, K-19. No full-time

employee in the Oregon State System of Higher Education or of any of the institutions thereof shall engage in any outside activity which substantially interferes with his regular duties. Prior to acceptance of any employment involving time or honorarium, the individual concerned shall secure the approval of the executive head of the institution.

The Technical Services Division in Libraries: A Symposium

THE rapid development of technical services (or processes) divisions in American libraries has been of interest to many administrators. The following six papers and summary, prepared for the program of June 18, 1948, of the Division of Cataloging and Classification, at Atlantic City, N.J., were abridged and edited for use in *College and Research Libraries*. Mr. Cohen is senior cataloger, Rutgers University; Mr. Custer, assistant librarian in charge of processing, Detroit Public Library; Miss Brown, head of processing, Brookline Public Library, Mass.; Mr. Kilpatrick, associate director of libraries, State University of Iowa; Miss Kenny, chief of technical services division, Brooklyn College Library; Miss Winter, assistant librarian, U.S. Bureau of the Budget Library; and Dr. Logdson, assistant director of libraries (technical services), Columbia University Libraries.—*The Editor*.

By JOSEPH LORENCE COHEN

A General Consideration of the Technical Services Division in Libraries

Two provocative articles which have appeared in recent library literature are "Midwest Reaches for the Stars," by Ralph Ellsworth and Norman Kilpatrick¹ and "The Catalog Department in the Library Organization," by Raynard C. Swank.² Both of these papers discuss current and possible library organizational techniques. They have a point in common which is the basis for the topic under review, namely, cooperation and centralization in the area of librarianship commonly called the technical processes or services. Ellsworth and Kilpatrick propose an interlibrary cooperative program whereby acquisitions and cataloging would be centralized in a regional library unit. Swank is concerned with centralization of acquisitional work and other processing activities in a single library.

The trend toward the unification of order work and cataloging is a recent one. So widely has it grown in its short history of about ten years that our thinking in regard to the division or department of technical

services now probably overshadows many other topics in librarianship.

The technical services may be considered as all of those processes which incorporate into a library collection any items selected for it. Books and films, broadsides and serials, recordings and maps, after being acquired, must be cataloged, classified, stored, bound, shelved in order to be of use to the library's public. In view of the increase in the size and scope of library collections, these procedures have been judged of such a nature as to make it more efficient for libraries to consider them within a centralized unit.

Reference may be made here to Swank's analysis of the relationship between the acquisition and cataloging departments of libraries. He notes the following four points:

First, the catalog and acquisition departments bear a historical relationship to each other in that they existed first. . . .

Second, the acquisitional and cataloging processes bear a sequential relationship to each other. They comprise the first and second steps in a sequence of processes of which the end result is a book in the reader's hand. . . .

¹ *College and Research Libraries* 9:136-44, April 1948.

² *Library Quarterly* 18:24-32, January 1948.

Third, . . . the catalog and acquisition departments are alike in that neither meets the public to any extent. . . .

Finally, there are similarities in the kind of work done in the catalog and acquisition departments. We call them "technical" departments, meaning . . . that their modal or typical operations are more formal, detailed, and susceptible to codification than those of the service departments, or that a larger amount of subprofessional or mechanical processes is carried on.

This paper will not attempt, for the most part, to evaluate the unified "technical services division," but rather to report statistical data obtained by a questionnaire last spring from a group of libraries.

Twenty-six libraries have thus far completed the rather extensive questionnaire. The information provided by them serves as the basis for the discussion which follows. Consideration is given to: (1) the incidence and size of libraries having technical services divisions, (2) the reasons for establishing them, (3) aspects of their organization and personnel, and (4) some of the observed effects of reorganization upon readers' services.³

Incidence

From the responses to the original letter it was discovered that there are forty-seven libraries which have had a technical services division established. These libraries are located in twenty-three states, Washington, D.C., and in Hawaii, with a concentration in the Northeast and in the Midwest. Of these forty-seven libraries, eighteen are public libraries, four governmental libraries, six col- up of fifteen college and eleven university libraries. The twenty-six libraries whose questionnaires have been analyzed are made up of fifteen colleges and eleven university libraries (these sixteen will hereafter be considered together) and nine public and one state library (these ten libraries will also be considered together).

The book stock of these twenty-six libraries varies from 3200 volumes to more than 2,000,000. The public libraries range from 39,000 to the 2,000,000 volumes, with seven of these ten libraries well over the 200,000 mark. The college and university

libraries have collections ranging from 3200 to 1,650,000, with eleven of these sixteen libraries over the 200,000 volume mark.

The question has arisen as to whether book stock size has any effect upon the establishment of a technical services division. The above statistics reveal that it has little effect. Circulation figures also do not seem to have any direct relation. The annual circulation figures of the libraries vary from 3500 to almost 10,000,000.

The technical services divisions are recent developments. Of the twenty-six libraries under survey, only three had their divisions established before 1941, and two of these were public libraries. The others are indeed new, most of them having been established in 1945 or 1946, and five as late as 1947-48. The names of these divisions are similar. The word "technical" appears in half of them, generally followed by "services" or "processes" department or division. The next most used term is "preparations division." One librarian disapproved of the term "process." He doubted that a preparations division is confined to technical operations and questioned "the adequacy of the term 'processing' for order work or high-grade cataloging work."

Reasons

At this point, it may be well to inspect the reasons given for combining the various functional units into a union of the preparational activities. Four possible reasons were suggested in the questionnaire for the formation of the processing division:

1. To decrease the span of control of the head librarian
2. To increase the flow of processed material
3. To decrease the cost of processing
4. To develop cooperation among the various autonomous departments.

Since two libraries had a technical services division in their original organization, only twenty-four answers are available upon which to base an analysis. Of the twenty-four libraries concerned, then, eighteen, or 75 per cent, considered that two of the aforementioned reasons were of equal importance and could be regarded as basic. These were reducing the span of control of the librarian and increasing the flow of material processed. After these two reasons, the third—to de-

³ *Ibid.*, p. 25.

crease the cost of processing—was thought to be a motive by about half of the libraries reporting. It may be seen that reduction of cost was not the chief reason for the development of processing divisions. Only ten libraries reported that lack of cooperation was a factor that was considered as a basis for the administrative change. Other reasons given for the change were: to remove personnel difficulties; to provide more mobility in personnel; to decrease the number of routines.

Size and Organization of Divisions

Consideration may now be given to the size of the centralized divisions. Swank doubted the practicability of such a division in a medium-sized library when its total acquisitions and cataloging staff numbered anywhere from fifteen to thirty full-time people. Of the twenty-six libraries under examination, five college and university libraries and two public libraries—seven in all—fall within this grouping. Of the other libraries, twelve are smaller (their processing staffs averaging six), and seven are larger (their processing staffs averaging sixty-three). The largest division of these libraries has ninety-two members.

It is perhaps worth noting the relative proportion of men to women who head these divisions. Of the twenty-six administrators who head technical services, fifteen are women and eleven are men. In public libraries, seven women and three men head processing divisions; however, the men head the three largest units. In the college and university libraries, the control is evenly divided; eight men and eight women. The four largest divisions among these libraries have men at their helms.

The educational background of all heads of processing divisions indicates adequate preparation. Each of the twenty-six persons has at least the undergraduate degree, or its equivalent; twenty-one have a graduate degree in library service, or its equivalent; and two have doctor's degrees. Beyond formal educational background, nearly all the processing heads possess experience in administrative positions. A majority at some time in their varied pasts have headed cataloging departments, a lesser number have headed acquisitions departments, and an unexpected

number, more than 20 per cent, have had experience in teaching. So far as formal training and work experience are concerned, then, the administrators seem well prepared for the responsibilities delegated to them.

The question has arisen as to what the qualifications may be of the heads of the functional departments within the processing division if a costly administrator is appointed in the hierarchy to supervise them. The questionnaire attempted to elicit information on this problem by inquiring about the training experience of the department heads. With sixteen responses on this topic it was discovered that the head cataloger, for example, is usually as well-trained as the average processing head, although possessing a more limited job experience. Swank is especially doubtful of the advisability of having a head of technical processes in the medium-sized library because, as he puts it, "one must either employ mediocre department heads if a division chief is also wanted, or else do without the division chief and put everything one has into the best possible department heads. . . . As a general rule," he concludes, "it may be wise to spend one's money on the department heads, lest one end with a top-heavy administration for a weak-kneed organization."⁴ The seven libraries mentioned beforehand as being of the medium-sized group have heads of cataloging departments with training almost identical to that of the heads of the processing divisions.

Although we have noted a number of details about the technical services divisions or their chiefs, none of the processes developed by these administrators has as yet been considered. It will be impossible to indicate all of such processes. However, a few of the most important warrant attention. In more than 87 per cent of the college and university libraries and in 80 per cent of the public libraries, the removal of clerical operations from the professional staff has been the step most frequently taken in changing the work of the processing unit. Perhaps we may assume from this fact that here is a legitimate reason for criticizing the cost of processing.

After the separation of clerical from professional operations, the next eight most fre-

⁴ *Ibid.*, p. 26.

quently noted procedures introduced or developed by processing heads are in order of occurrence: simplified cataloging, revision of subject headings, the acquirement of new types of materials (such as films or records), the use of the multiple process slip, reclassification, simplification of billing records and procedures, blanket ordering with particular presses, and finally, the centralization of special types of materials in the main processing unit. The total number of different technical procedures which were developed by the division administrators is nearly forty.

Results

It was previously pointed out that technical services divisions are relatively recent, so it is difficult to test exactly what the economic results of such a new organizational unit may be. It was hoped through the questionnaire to discover whether costs of processing had been reduced, as has been generally assumed. Several specific questions were asked about the numbers of items handled and personnel costs previous to the establishment of the processing division, in order to compare such figures with recent ones. However, it appears that many such statistics either were never kept, were confidential, or were too difficult to assemble. Since a cost analysis is not possible at this time, the effects of the processing unit on readers' services will be examined. Through the preliminary correspondence it was learned that of the forty-seven libraries which had technical services divisions, twelve had a unified readers' services division set up as a coordinate unit. Of the twenty-six libraries with which we are concerned, ten have such divisions. However, regardless of the existence or nonexistence of a formally organized unit, nineteen of these libraries report that readers' services in those institutions have improved because

of the establishment of the technical services division. No negative answers were received on this point, but most of the remaining libraries indicated that it was too difficult to measure so important a change when the processing unit has been in operation for only two or three years. The improvements most often noted are the following: (1) there has been a simplification in the procedures of locating in-process material; (2) there has been an increase in the amount of material processed; and (3) there has been simplification in the cataloging which the reference staff and readers find helpful.

It may be of interest to note that two libraries, one public and one university, had had processing divisions but discontinued them. One reports its reason: the library is probably too small to attract a librarian for the job.

Finally, several ideas contributed by processing administrators who have organized and directed a centralized unit may be noted. One head was not convinced that preparations divisions are administratively desirable in every size and type of library; he stressed such potential disadvantages as the lack of contact between the librarian and his professional staff, or the overemphasis on the technicalities of processing rather than on the reference and service aspects of librarianship. Another administrator, however, viewing the processing problem in optimistic perspective, affirmed that having a single administrator for all processing functions was advantageous from the point of view of management, efficiency, organization, and service; but he conceded that the special aims and goals of each library should determine its pattern of organization. Although evidence is incomplete, there are sufficient data to warrant continued experimentation with this type of organization.

By BENJAMIN A. CUSTER

The Large Public Library

This analysis of the development and achievements of the technical services program in the large public library can best be

presented by describing the processing work in the library which I know best, the Detroit Public Library.

Division of Work

Under the librarian and the associate librarian of this institution the work is divided into five broad areas—exclusive of the maintenance of buildings and grounds—each under the supervision of an assistant librarian or the equivalent, who plans, organizes, directs, and coordinates the activities of his own service, and makes policy recommendations to the librarian. Briefly, the organization of the work in the five areas is as follows:

The business management of the institution, under the business manager, is composed of five units which manage the financial activities of the library, purchase all supplies and equipment, maintain receiving and inventory controls, provide shipping and trucking service, operate the print shop, compile statistical data, and supervise the financial, stock inventory and statistical records activities in all departments and branches.

The personnel service, under the assistant librarian for personnel, directs and coordinates the personnel activities of the library, establishing requirements for professional and clerical personnel, developing classification and pay plans, recruiting, recommending appointments, promotions, transfers, and separations, and providing employee counseling and other adjustment services.

The processing service, under the assistant librarian for processing, selects in part, acquires, classifies, catalogs, and maintains the physical condition of the library's books and other printed and related materials. This service will be described in more detail later.

The reference services, under the assistant librarian for reference services, are composed of thirteen subject or general service departments, divisions, and units, and a checking and switchboard service. Among the reference services are the selection and preservation of the book collections required for information study, and research; the organization and maintenance of information, clipping, and pamphlet files; the preparation of bibliographies and indexes; and the provision to readers of information, and aid in the use of the library's resources.

The home reading services, under the assistant librarian for home reading services, are composed of the Children's Department, the Youth Service, twenty-three branch libraries, the Extension Division, the Home

Reading Department and the Children's Room of the Main Library, the Schools Department, the Audio-Visual Division, and the Registration, Loan, and Central Typing Bureaus. Among the home reading services are the selection and organization of collections of printed and audio-visual materials for popular use; the giving of guidance to readers; the planning of activities to stimulate groups and individuals to use materials; the supplementing of programs of other educational organizations; the registration of borrowers; and the loan of books and other materials.

Of all the activities and services thus carried on by the library, those with which we are especially concerned here are the ones called "processing," that is, the activities concerned with acquiring, recording, and preparing for use the books, serials, periodicals, maps, pamphlets, films, and recordings which may be called collectively "library materials," as distinct from supplies and equipment. These duties are performed for the most part by three departments, book selection, catalog, and bindery. However, in some part processing activities are carried on by departments and branches throughout the system, and the assistant librarian for processing has advisory, though not supervisory, control of all these.

The Book Selection Department, known until about three years ago as the Order Department, has the responsibility for selecting, or assisting the public service agencies to select, library materials, and for acquiring them.

The Catalog Department receives and certifies all purchased materials except serial publications and documents, classifies and catalogs the collections, with some fifty-eight dictionary catalogs in the system, makes and maintains inventory controls for library materials, maintains the Union Catalog of Southeastern Michigan, and makes books ready for the shelves.

The Bindery inspects and prepares books for binding, binds, mends, and cleans them, gilds call numbers, and performs related miscellaneous jobs.

It is the responsibility of the assistant librarian—let us call him hereafter the director of processing—to supervise and coordinate these activities, to simplify routines and expedite the flow of work, to reconcile the

inconsistencies and irregularities of the Dewey classification with the needs of a departmentalized library, to establish standards of cataloging for reference and popular services, and to recommend policy on these matters to the librarian. He also serves, with the other assistant librarians and the associate librarian, as a member of the librarian's administrative council, or "cabinet," in the establishment of general institution procedures and organization.

In a large library there are many opportunities for the development of coordinated effort. Within the purview of the director of processing the following, among others, might be cited: coordination between the Catalog and Book Selection Departments, between the Catalog Department and the Bindery, between each of the processing departments and the various public service agencies. Let us consider an example or so from each of these.

Of paramount importance perhaps is the development of coordinated effort between the Book Selection and Catalog Departments. No library could run smoothly without some degree of cooperation here, and one of the more interesting steps taken in this direction at the Detroit Public Library was initiated before the directorship of processing was established and the present incumbent assumed the position. This was the transfer from the Book Selection to the Catalog Department of the responsibility for receiving and certifying book orders. As I have described in some detail elsewhere,¹ this change was made in the interest of sound accounting practice, but resulted in a situation where not only did the material flow in and through the process more smoothly, but also the checking in of materials, the approval of invoices, and the marking of agency symbols in volumes could be combined in large part with cataloging procedure and the marking of call numbers or other cataloging symbols. Missing volumes, incorrectly filled orders, overdue invoices, and other such snags are returned to the Book Selection Department for follow-up correspondence, but these represent only a small percentage of the orders placed and filled. This one step has enabled us to cut greatly the elapsed time between the receipt of branch books in the shipping

room from the dealer and their appearance on branch shelves. Time has been cut, in fact, from two or three weeks to less than one week for nonfiction, and to one or two days for fiction. Combined with a prepublication approval service negotiated not long since by the Book Selection Department, it has had the result of placing the most popular titles in branches on publication date or very shortly thereafter.

A most important field for coordination of the work of the two departments is that of records of materials in process. Plans have been developed for the establishment of a single process catalog, similar to that in use in a number of libraries, where will be recorded in one file all titles on order, or received and in process, up to the time when they are recorded in the library's catalogs. These plans have not yet been put into effect because of difficulties in connection with getting the necessary forms. When they are, it will be possible to guard easily against undesirable duplication of titles, to lay hands almost instantly on any title in process, and to carry on a continuous system of follow-up on all processing activities, so that at no step may materials be pigeonholed or sidetracked. The maintenance of this catalog will be a joint effort of the two departments, whose records will be thus integrated into one harmonious whole.

At present, searching of titles before ordering is the responsibility of the service departments. It is anticipated that when the process catalog is established, if not sooner, searching will be made a responsibility of the Book Selection Department, the service departments making certain only that titles ordered by them are not in their own catalogs. When this change is made, Book Selection will be expected to ascertain and note the bibliographical information available in the catalog and needed by the Catalog Department for handling the titles after they are received.

Coordination between the Catalog Department and the Bindery is illustrated by the development of schedules for sending newly cataloged unbound books to the Bindery, and of cooperative routines for the gilding of call numbers on new books.

Relations between Units

Some of the most interesting moves in co-

¹ *Library Journal*, 73:32, January 1, 1948.

ordination concern the relations between one or another of the processing departments and the various branches and service agencies. Here, of course, the director of processing works in close cooperation with one or more of the other assistant librarians.

As I have already hinted, book selection, while primarily the concern of the service agencies, is also carried on by the Book Selection Department. It was in recognition of this fact that the Order Department was a few years ago given its present name.

In the selection of books for the library's collections, this department serves primarily as an assisting and coordinating agency to the service departments. The service departments select their own books, but the Book Selection Department assists by bringing catalogs, lists, and reviews to their attention. It also supplements the departmental selection work by watching out for those peripheral fields of knowledge which fall between or beyond the scope of the existing collections, and it has a desiderata fund for the purchase of such titles, as well as for general or expensive titles of broad scope or interest. Secondly, the department has the responsibility of viewing and judging collections as a whole, implementing the librarian's plans for future development, and advising in the formulation of collection policies.

In the selection of books for purchase for popular use in the branches and in the Home Reading Department of the main library, the department coordinates the work of and assists the popular service librarians by arranging for the receipt of new titles on approval, by having staff members review these as needed, by assisting a committee of popular service librarians to examine and vote upon specific titles not of unquestioned worth or unquestioned worthlessness, by preparing mimeographed annotated lists of titles approved for buying, by presenting the titles weekly at book meetings for branch librarians, and in general by keeping the popular service agencies advised on available materials.

Coordination with Readers Services

Among the ways in which the work of the Catalog Department has been or can be coordinated with that of the service agencies are the following:

Special branch cataloging, as distinguished

from the kind of cataloging required for the complex needs of the research library, calls not for a bibliographical but for a use approach, and use annotations on catalog cards can best be supplied by popular service librarians.

In a departmentalized library such as Detroit's, catalog guides are needed to lead the reader from a given department to related materials in the other departments. We visualize references such as the following which might be filed in the Fine Arts Department catalog: "Architecture. For works on the practical and technical aspects of Building see the catalog of the Technology Department. The public catalog is the complete guide to material in all parts of the Library." These references can be worked out only with the active assistance of the departments concerned.

Many of you are familiar with the general order of the Librarian of Congress on gradation of cataloging for various categories of material. The Detroit Public Library plans a similar system, but the Catalog Department expects to require guidance from the departments in assigning individual titles or collections to their proper categories.

As for coordination between the Bindery and the service agencies: until recently all agencies sent materials for binding whenever and in as large quantities as they wished, with the result that the Bindery shop was flooded, floor to ceiling, with a backlog of many thousands of volumes. By the simple expedient of assigning weekly binding quotas to each of the agencies, based on circulation, book fund, replacement problem, and the like in each agency, the backlog has been eliminated, and the binding time has been cut from an average of several months to 2-3 weeks.

Objectives

Among other objectives already attained or to be worked out are the following:

A change over to the use of visible index equipment for the recording of serial information, and possibly in time the establishment of a serial unit for the acquisition, cataloging, and servicing of serials.

The possible elimination of separate departmental shelf lists.

The assumption by the Catalog Department of the regular inventory of the Main Library.

The assumption by the Catalog Department of all the special cataloging activities previously performed in service departments, e.g. phonograph records, and books and other materials of the Burton Historical Collection.

Consideration of the form of the public catalog. Should the catalog be broken horizontally? Should older subject headings be left unchanged, as terminologies change, with see also references to them? Or should older subject cards be eliminated altogether as more and more bibliographies are published? Should the Edwards catalogs and L. C. *Cumulative Catalog* be used as a primary catalog, supplemented by cards?

Cooperation with neighboring libraries in acquisition, cataloging, and photoduplication service.

Segregation of clerical duties from the assignments of professional staff members. For example, the following assignments in the Catalog Department have been transferred from professional hands or close professional supervision to clerical hands exclusively: discard records; searching, ordering and following up orders for L. C. cards; marking of agency name on books; routine receiving and certification of orders, exclusive of discrepancies and errors; filing; copy reading on all cards; all added copy and added volume work.

It remains now to be shown how the coordination and changes in procedure outlined above, so far as they are accomplished facts and not plans for future action—as many of them still are at this time—have brought about increased production.

In the past two years, new title cataloging has increased nearly 13 per cent per cataloger. In addition to this, with a fractional decrease in catalogers, and a 17 per cent increase in clerical staff, the Catalog Department has nearly finished the making of catalogs for

three new subject departments soon to be established, involving the duplication of over 350,000 cards; made a catalog for the new Extension Division, which had a \$20,000 establishment fund to spend for books; transferred a large geology collection from non-departmental status to the Technology Department; transferred the library economy materials from non-departmental status to a special collection with its own catalog. It has coped with a large increase in temporary cataloging, brought about by increased effort to release popular books promptly, combined with delay in filling L. C. card orders and discontinuance of the depository catalog. And, it now makes two sets of cards for from 75 to 80 per cent of the new titles cataloged, as compared with two sets for from 40 to 50 per cent before cards were made for the new departmental catalogs.

With no increase in staff, the Book Selection Department's coverage of new titles published has increased by perhaps 40 per cent, and of dealers' catalogs by several hundred per cent. It has not bought more books, because funds for that purpose have not increased, but its selection problem is the greater for that very reason.

The production of the Bindery, with no increase in staff, has increased about 10 per cent.

There is no logical point at which to end this discussion. Although many things have been accomplished, much more remains to be done. And much of what has been done is so recent that beneficial results have hardly had time to appear. The only conclusion which can be drawn at the moment is that, on the basis of the partial results now known, the administration of the Library is convinced that the technical services division is not a luxury, but a highly important part of modern library organization.

By MARGARET C. BROWN

The Small Public Library

In much of our thinking and writing about the administrative consolidation of all so-called "technical services" we have tended usually to consider the possibilities of this type of organization for the large library.

Certainly the libraries adopting such an organization have been, with few exceptions, large public or university libraries. In studying the technical division, as it has been developed in the small library, we have fewer

examples upon which to draw. I have been asked to describe the organizational plan of one such small library.

Of those libraries which have organized all processing procedures under the direction of one staff member, the Public Library of Brookline is undoubtedly one of the smallest. Brookline's total book collection is about 200,000 volumes. This collection is distributed among the following units: the main library, three branches, three elementary schools and one high school. The library is organized along functional lines and has a staff of about thirty-five, with six members of this staff responsible directly to the librarian. These are: head of circulation department, head of reference department, head of technical services, high school librarian, head in charge of services to the schools, and head of children's department.

Like many a New England library with a long and venerable history—the Public Library of Brookline is almost one hundred years old—the growth of the library's collection has been very gradual. Consequently its organizational plan is as much the result of compromises with tradition as it is of clearly defined specifications.

The division of technical services is no exception to this rule. Over the years the duties connected with the operations we call today "technical" were assumed by various members of the staff who discharged these responsibilities in the time remaining from a schedule designed primarily to accommodate the service departments. All other duties took precedence over the behind-the-scene operations. As the library grew, however, the need for specialization became evident, and eventually there developed the departmental organization which we have today. From general staff responsibility for processing procedures there emerged four departments to carry on this work: (1) adult cataloging, responsible for the cataloging of materials for all adult services in the system, including the high school; (2) children and school cataloging; (3) ordering; (4) marking and binding.

However, centralization remained incomplete. Many of the activities which rightly belonged in one of the processing departments continued to be performed by the members of other departments. The lines of authority

and responsibility were not clearly defined, and, if defined, certainly not clearly understood. The relationship between the line and staff officers was frequently a nebulous one.

The need for a greater degree of centralization of all processing procedures was one consideration prompting the creation, in February of 1947, of a division of technical services. The head of this division was made responsible for all processes concerned with ordering, cataloging, mending, marking, and binding of books. The heads of the departments named above were made responsible to the head of technical services.

Besides the impetus toward greater centralization which it was hoped the reorganization would give, it was also felt that more conscientious planning of the work of these departments in their interrelationships would result in a more coordinated effort, greater efficiency of operation and, consequently, improved service to the public.

One further consideration prompted this administrative consolidation. Prior to the setting up of the division of technical services, the librarian necessarily assumed much of the responsibility for the over-all planning and directing of the processing departments. The new organization enabled the librarian to deal with one officer instead of four, and to delegate responsibility for planning and directing operations in the division to the head of technical services.

At the present time, the division of technical services at Brookline has a staff of seven professionals, five clericals, and two student assistants. As in many small public libraries, the members of the processing departments are scheduled a few hours of every week at the service desks. The time so allotted ranges from an average of five hours in the case of one cataloger, to as much as fifteen or sixteen in the case of another. For this reason, the ratio of professional to clerical, when expressed in terms of hours rather than individuals, is approximately one to one, since all clerical workers give full time to the work of the division.

In the calendar year 1947, catalog records for approximately 10,000 volumes were furnished the various libraries in the Brookline system. These 10,000 volumes were represented by approximately 4500 individual sets

of catalog cards. In this same year, 3470 volumes were withdrawn from the collection, and the number of books and pamphlets ordered, exclusive of government documents, totaled 8472. A figure which is perhaps even more significant than those just quoted, when considering the work load of the cataloging departments, is the number of individual catalogs maintained and edited by these combined departments. At present writing, ten catalogs are the responsibility of these departments, and the figure promises to grow. In addition to the dictionary catalogs, four shelflists, duplicates of those shelflists at the main library, are provided for some collections remote from the main library.

The production figures quoted above, for the first year under the new organization, represent a slight increase over the previous years for which comparable statistics were available. This increase in production was effected despite various adverse circumstances, the most important of which was a turnover in staff that affected nine of the twelve positions in the division. However, these production figures seem to me to be an unsafe basis for any very meaningful conclusions about the benefits of the new type of organizational plan over the old. There is not necessarily any relationship between the increased production and the reorganization described. An equation with too many variables is incapable of solution and variables we had. There are many factors responsible for the statistical picture. One factor, wholly unrelated to the reorganization, undoubtedly affected the cataloging statistics for 1947. In that year purchases were heavier than any year since 1941. It is quite likely that, of the myriad of tasks that fall to the staff of a catalog department, a greater number of those performed in 1947 were capable of statistical presentation in an annual report.

Indeed, if we are lacking a neat statistical before-and-after view, what evidence can we present that this new organization at Brookline is superior, in any way, to the old? The organization at Brookline is in what could be described as an experimental stage of its development. It is inevitable that any reorganization, while it can take place overnight on paper, requires a much longer time and a great deal of effort before it exists in

fact. The expenditure of effort is not confined to the members of the staff directly involved. The success of the reorganizational plan at Brookline depends, to a considerable extent, on the cooperation and understanding of every member of the staff. It is the habits and thinking of the staff that require reorganization as much as any procedural details. It is our habits and thinking, of course, that are the more difficult to reorganize.

In Brookline the very creation of the position of head of technical services, in itself, has helped, I think, to clarify the lines of authority and responsibility. The responsibility for all processing procedures was placed in the hands of one individual; the control over these procedures had also to pass into the hands of that same individual. As was mentioned earlier, many details of processing were performed by various members of the staff under the direction of no single individual. During the year in which the new organization has been in existence it has been possible to transfer some of these operations to the appropriate department. But for lack of staff more would have been transferred. I think this move toward centralized operation and control was made easier with the consolidation of all procedures under one administrator. Such centralization, when finally completed, will undoubtedly result in more efficient operation, and until such centralization is completed no very accurate estimates can be made of work loads, staff needs, or budget requirements.

The centralization of all processing procedures in the hands of one person also makes it possible for the librarian to supervise this branch of the library's operation through one assistant instead of four or more. In speaking of the type of administrative consolidation we are discussing here, the span-of-control argument has perhaps been over-emphasized. What is usually meant by this argument is that the librarian's span of control, through the creation of a service and a technical division, is reduced to two. Bisecting an organization into service and technical divisions may be advantageous in certain instances, but reducing the span of control to as low a figure as two usually can only be done at the cost of removing the librarian yet one step further from his staff.

Where possible, the librarian would seem to benefit from the counsel and reporting of five or six members of his staff who are directly in touch with the work they supervise, rather than from two staff members who themselves may be just another part of the hierarchy. The problem in Brookline was not how to reduce the librarian's span of control to two, but how to reduce it to a manageable figure, perhaps five or six. In this instance, the library's personnel and program were such that the technical processes, rather than some other phase of the library's operation, seemed a logical administrative unit to organize under the direction of one person.

Furthermore, the creation of a technical services division in a library the size of Brookline's would be unlikely to result in what some critics of the service-technical type of organization refer to as a top-heavy administration. This criticism is justified perhaps in the case of a large library organization, seldom in a small. The head of technical services in a small library can have, and should have, much greater knowledge of every aspect of the work of the division than can anyone in a similar position in a large library. In fact, the head of technical services in a small library bears a relationship to the personnel and work not unlike that of a department head in a large library. Hence the danger in a small library of a top-heavy administration is not a real one.

We have said that the concentration of authority cuts down on the number of individuals the librarian must consult in his administration of all technical phases of the library's operation. However, the head of technical services must necessarily work closely, not only with the librarian, but with all department chiefs. There is no department in the Brookline system which is not directly interested in the work of the technical services division. It is the one department in the library which has a very direct and a very close contact with every other department. Not only the librarian but the heads of each service department find it expedient, I think, to handle all requests and complaints through one individual responsible for all operations. Because all questions of policy and procedure, no matter what service department is concerned, must go to the head of technical services, it is possible to maintain greater consistency in policy and to meet

the demands of one department in the light of the needs of all.

The interdepartmental relationships in Brookline may be illustrated by a description of one such relationship. There is perhaps no department in whose work the head of technical services is more interested than that of the reference department. Raynard C. Swank, in the paper which he read before this group in San Francisco, spoke of the close relationship existing between the work of the bibliographers and the work of the catalogers. Swank was speaking, of course, of the organization of university and research libraries, but a similar relationship exists, on a smaller scale, even in a library the size of Brookline's. It was mentioned earlier that each member of the division gave a few hours each week to the work of some branch of readers' services. The head of technical services, through experience in the reference department, has acquired firsthand knowledge of the use of the catalog and bibliographies. In a library the size of Brookline's, where departmental relationships are more informal and specialization less highly developed than in the large library, it is possible for the catalogers to become familiar with the use of the tool they are building and to know from direct experience the extent to which this tool meets, or fails to meet, the needs for which it was designed.

In lieu of a staff of bibliographers which Swank had in mind, the head of technical services, in cooperation with the reference department, assists, first, in building up the present bibliographical collection and secondly, in putting it into use. The first responsibility, that of acquiring the materials, is discharged by the head of technical services in her capacity as a member of the book selection committee, upon which falls the task of selecting all items for the adult collection. As part of a program to encourage the use of bibliographies, the head of technical services has developed, out of her experience in the reference department and in cooperation with the head of that department, policies designed to correlate more closely the bibliographies and the catalog. Eventually it is planned that the catalog and bibliographies will be housed together, and an assistant in the catalog department be assigned a part of each day to aid the public in the use of these tools.

Underlying any discussion of centralization

of interrelated activities, span of control, interdepartmental relationships—in fact, almost any aspect of administration today—is the necessity for making the most efficient use possible of personnel. It is this factor of personnel which seems to be the most important argument for the organization of a technical processes division in a small public library. Urwick and other writers on administration warn us that personnel should never determine organization. Ideally, no. However, it certainly influences organization, and today, when planning the organization of any department of the library, particularly those concerned with processing, personnel is a most important consideration.

Speaking of this question of personnel in connection with the organizational problem of the small or medium-sized library, McDiarmid and McDiarmid write as follows:

The combination of order, mending, binding, and cataloging into one technical processes department presents certain problems for the medium-sized library. In the large library, it is possible to get sub-executives for each of these services who are technical experts. In the medium-sized library, however, it may be more necessary for the head of the department to be the technical expert in all the lines of activity.¹

The authors imply that the chances of finding such a person make it inadvisable to consolidate these activities. I should like to turn this argument around the other way. In a large library the appointment of a head of technical services in no way reduces the necessity for appointing a highly-trained and experienced person as chief of the order department or the catalog department. In a small library the appointment of a capable head of technical services makes it possible to

appoint as department heads those who may have little inclination for administrative assignment or insufficient experience to perform in a policy-making capacity. Or to quote Swank again, "In a very small library which can afford only one first-rate person for the technical processes, the appointment of a single chief appears to be a good move."² As for the problem of finding a qualified person to head a technical division in a small public library, it would, in most instances, be easier to find one person with appropriate education and experience to supervise all processing departments than it would be to find three or four such individuals qualified to head each separate department.

This question of personnel and assignment indicates one of the ways in which the organizational problems of a small or medium-sized library differ from those of the large library. Just as the problems are not the same in all respects, so the solutions to these problems may not lie in the same organizational plan. Perhaps the technical processes division as we have come to know it may not be equally adaptable to all size libraries. Swank's suggested plan of organization in which the catalog department is aligned with the bibliographic services rather than the order department, is a more natural basis for coordinated activities in many libraries, particularly the university or research library. On the other hand, in a small library, where specialization has not been developed to the same degree as in the large library, a technical services division may prove a logical administrative unit and one to receive serious consideration in any organizational plan for a small public library.

¹ McDiarmid, E. W., and McDiarmid, John. *The Administration of the American Public Library*. Chicago, American Library Association, 1943, p. 133.

² Swank, R. C., "The Catalog Department in the Library Organization." *Library Quarterly* 18:26, January 1948.

By NORMAN L. KILPATRICK

The University Library

This paper is not intended to be a theoretical discussion of library objectives, but an exposition of how the technical processes division of a medium-sized university library functions. However, the "why" determines

the "how," and therefore is an essential preliminary.

As head of the division of technical processes at the State University of Iowa, I believe that the organization of the separate

departments into a division presents unusual opportunities for the attainment of the following three objectives which I have formulated for the division: (1) to develop continuous professional relations with the faculty and students; (2) to collaborate and synchronize its work with the division of public service; and (3) to function as a unit rather than a series of departments. All three objectives imply reciprocity, and though the ultimate goal of "one world" may be nearer than the "stars," it is not less difficult to achieve, *ipso facto*.

The principles expressed in these objectives are in keeping with the recommendations made by the College and University Post-war Planning Committee of the American Library Association and the A.C.R.L. for the *Acquisition, Organization and Use of Library Materials*. Each of the nine recommendations made by the committee implies collaboration between the members of the library staff and between the library staff and faculty, students, and other agencies.

Collaboration rather than cooperation is stressed since collaboration means "to labor together," while cooperation is defined as "to operate jointly with."

Although in university libraries some cooperation has long existed between divisions and with the faculty, it has not been enough to achieve the unity and efficiency desired. In a recent article Swank described present-day library organization as "following a dichotomous pattern"¹ with the technical and service functions opposed to each other. His paper suggests a realignment of the functions of the catalog department in order that that department may obtain a more realistic understanding of the aims of library service. This would undoubtedly improve library efficiency, but the problem actually concerns all members of the library staff, not just the catalogers.

It can be argued that the librarians functioning in the public service divisions are largely responsible for the high costs of cataloging and the inefficiency of the public catalog, for from a desire to make the catalog omniscient, they have minimized the use of other bibliographical aids. As a result, most public catalogs are crowded with

¹ Swank, R. C. "The Catalog Department in the Library Organization." *Library Quarterly* 18:24-32, January 1948.

annals for indexed sets, series of doubtful value, and entries for indexed documents.

The relation between subject bibliography and subject cataloging has not been studied sufficiently to determine to what extent and in what ways the bibliographies can be used as a substitute for the catalog. However, the librarians of the public service and technical processes divisions working together could solve many of the problems, and as a result develop a less cumbersome, more efficient public catalog. The type of collaboration which is necessary to permit such a development of mutual working relations may require an organization that is financially impractical unless centralized acquisition and centralized cataloging replace the present policy of "rugged individualism." This could mean that the services now performed by order and catalog librarians could develop into a distinct profession similar, perhaps, to that of the H. W. Wilson Company's bibliographers and indexers.

Administrators should realize the importance of collaboration and organize their institutions so that there will be opportunities for collaboration between the staff members, and between staff and faculty, if they expect to achieve more effective service.

Projects

I shall now discuss specific projects being tried by the division of technical processes at the State University of Iowa. The lack of an adequate central library building defeats almost every attempt at simplifying routines and establishing a flow of work between departments. (At present books and the public catalog are in a building which is a five minute walk from the building housing serials, documents, and the reserve reading rooms. The bindery is housed in a temporary barracks building, and ten departmental libraries are scattered so that to use the term "the library" without a qualifying adjective or phrase is meaningless.)

Although the projected library building will make possible more efficient library service, the present interim is not just a period for marking time. Because the staff realizes that functions and procedures will necessarily be altered to suit the divisional arrangement of the collections in the new building, they are more willing than usual to enter into explora-

tive experiments. Accordingly, despite the handicap of the physical situation we are experimenting with procedures and routines to achieve our objectives. The division of technical processes is organized according to the usual pattern, with three departments: binding, cataloging, and order, with the head of each responsible to the head of the division. When all of the positions are filled, the full-time staff numbers thirty; fourteen professional, eight sub-professional, and eight clerical assistants. In addition to this full-time staff, there are fifteen to twenty student assistants who work approximately two hours a day each.

The order department at the State University of Iowa acquires all material for the library systems: gifts, exchanges, and purchases. The experiments carried out by this department are mainly attempts to collaborate more fully with the faculty. Unlike most university libraries, the book budget at the State University of Iowa is a single fund and is not allocated to departments. This simplifies the bookkeeping, but places the responsibility for developing well-balanced collections fully on the head of the division of technical processes. The single book fund seems to be much more flexible and more easily administered than one allocated by departments. The head of the order department has full authority to place orders for the majority of requests, but refers requests for expensive items, large numbers of copies, and all serials to the head of the division. For the most part, the faculty has been conservative in the amount of material requested. However, there have been occasions when a department seemed overambitious and ordered more than had been its customary share. In such a case, a conference was arranged with the head of the department concerned, the situation was explained, and he was asked to indicate priorities on his most recent requests. In asking the faculty to indicate priorities, need, rather than the price of the material, has always been stressed. On the few occasions that this procedure has been necessary, the faculty has proved very cooperative.

A most important project, from the point of view of future development, is an experiment to round out the collections within definite and limited fields. The plan is

simple, but if it continues to work well, it may be far-reaching. A department—such as the English department—assigns one or more graduate assistants to do bibliographical checking. The assistant is expected to work approximately fifteen hours a week, and is compensated by the department giving him the assistantship. The bibliographies are selected by the department, generally in a field of major interest to the assistant. The important feature of the plan is that the student is trained to search by the assistants in the order department, and his work is under constant supervision. In order that the graduate assistant shall gain as wide a knowledge as possible of the use of bibliographical tools, he is trained in all phases of searching: the use of trade catalogs, bibliographies (such as Sabine and Evans) library catalogs (such as the L. C., the Bibliothèque Nationale, and British Museum), as well as the records describing the library's own holdings. After the graduate assistant has been trained, he proceeds to check special bibliographies. He indicates the holdings and lacks of the library and upon completion of the checking turns the annotated bibliography over to the professor in charge. The professor indicates the titles that should be acquired and the relative importance of each.

This year the experiment has been in the field of eighteenth century English literature. It has proved satisfactory, and during the coming year graduate assistants other than those from the English department will be assigned for duty in the library. The important factor in this project is the training of the assistant by the library staff, since this method eliminates the necessity of re-searching the requests for purchase. This system is expected to develop a more orderly and systematic acquisition policy.

To overcome delays in ordering material requested from secondhand catalogs and in obtaining out-of-print items, a policy has been instituted to treat requests from secondhand catalogs with the same priorities as is given to those marked "rush." To get on a current basis of ordering required two weeks, during which the efforts of the staff of the department were largely concentrated on non-processed requests from secondhand catalogs. Since many were several months old, a great deal of useless searching was avoided by re-

turning the checked catalogs to the dealer and asking how many of the titles checked were still available. As soon as the dealer's report was received, the titles were searched and ordered. Approximately fifty per cent of the original requests were obtained, and the delays caused to orders for current material were not noticeable enough to bring complaints from outside the Department.

To obtain out-of-print material more quickly we have resorted to advertising in T.A.A.B. (*The American Antiquarian Booksellers*), *Antiquarian Bookman*, and *The Want List* with very good results. Of the several hundred titles we have listed, more than 50 per cent have been acquired. Competitive bidding has assured a fair price and correspondence costs have been reduced to a minimum. This change of policy has not gone unnoticed and several faculty members have expressed their appreciation of these efforts.

Like other libraries the order department at the State University of Iowa is developing a more anticipatory acquisition policy. Standing orders have been placed for the publications of most university presses and of some commercial publishers. The first assistant in the order department is responsible for supplying current fiction and nonfiction to the dormitory and recreational libraries. By checking with the students it was found that the only criticism of her selection was that there were not enough copies of the titles chosen. In all but the smallest departments the departmental librarian checks the bibliographical journals in her field, and in collaboration with the faculty initiates the orders. The department of history which is serviced by the general library, has requested the order department to automatically order titles reviewed in specified review journals.

The problems of the order department are not all solved. At present we are trying to formulate more definite policies concerning the scope of the various departmental libraries. This affects the order and cataloging departments, the departmental libraries, and the faculty served by the departmentals. Studies are being made to determine to what extent specific limitations can be set for departmental collections, whether classification can be used as a guide and how much duplication is inevitable. The degree of collaboration between serial check-

ing and serial cataloging is a problem which should be worked out so that there is much less duplication of effort, though such an experiment is greatly handicapped by the present building situation.

The catalog department at the State University of Iowa has been hampered not only by a lack of adequate and convenient work space, but by a shortage of catalogers. Arrears have increased, but the total output numerically has been equal to years when there was a full (and larger) professional staff.

Since the professional staff was depleted, it has been imperative to transfer to subprofessional and student assistants all jobs that were routine or could be done by rule, and did not require decisions based on experience and professional training. Many G.I. wives are anxious to work, so it has been possible to select assistants who are mature, educated and frequently experienced in business or teaching. Subprofessional positions have been created as permanent positions, and filing, card revision, added copy, added volume, and some added edition work has been relegated to the subprofessional categories. As a result, the professional catalogers, while responsible for a certain amount of supervisory work, concentrate their efforts chiefly on subject headings, classification, and the more difficult cataloging.

By an arrangement with the division of public services for an interchange of staff, an experiment has been initiated which provides an opportunity for the catalogers to obtain a more realistic approach to their problems, and also supplement the subject knowledge of the cataloging staff. A cataloger serves approximately four hours a week in a public service capacity, and in return the catalog department receives four hours of service from a professional assistant who works in the public service division. The arrangement is made without being on an absolutely *quid pro quo* basis because it is considered essential to obtain for each of the catalogers some experience in one of the public service departments. For new members of the cataloging staff this provides an opportunity for better orientation into the library system, and for some of the older members, it gives the first real chance to participate in the work of a public service department.

The work which the departmental librari-

ans do when they are in the catalog department is carefully planned to make full use of their subject knowledge, i.e. problems of subject headings and classification are submitted for their consideration. The cataloger maintains a shelf for books that present problems, and these are examined weekly by the department librarian. This arrangement eliminates wasting time for both assistants.

This experiment has worked most successfully for the physical science libraries: two medium-sized libraries, one in the field of mathematics and physics, and the other in botany, chemistry, and pharmacy. The cataloger who exchanged in these fields felt that the experience in reference and circulation was definitely helpful in her cataloging work, and the departmental librarians were enthusiastic about collaborating with the catalogers. Special projects which have developed from this collaboration are an expansion of the classification for atomic literature, and a reorganization of the material on forestry, involving reclassification.

In the fields of social studies and humanities the interchange of staff has not proved as satisfactory. The departmental libraries servicing these fields are somewhat larger than those servicing the physical sciences. It is not clear whether it is the size of the library, the personality of the individuals concerned, or the subject matter of the fields, or a combination of all three that has hindered the smooth functioning of the interchange. The catalogers feel that the duties assigned them in these departments were largely subprofessional, and the department librarians have complained that the period of duty was too short and too infrequent for the cataloger to be assigned more professional tasks. Certain staff members consider they need no knowledge beyond that which they have already acquired about the details of classification and subject heading work, and some catalogers feel that as long as there is a backlog of cataloging, the department can ill afford the loss of even a few hours of the time of its professional staff.

This experiment has been tried for too short a period of time, and with too small a group of personnel to draw any definite conclusions. When the cataloging vacancies are all filled, it will be possible to vary the type and length of assignment. However, no matter whether it proves a success or a fail-

ure, it will be a worthwhile experiment in developing a realistic approach to library service. The medium-sized university library requires subject specialists, but it cannot afford to recruit them for both the public service and technical processes divisions. Collaboration seems to be the only answer.

The cataloging department is constantly trying to find shorter methods for processing material. In order to speed up the work, decisions were made not to catalog, or not to catalog as fully material that formerly received full cataloging. It was decided that for the type of material purchased for reserve, five would be the maximum number of copies that would be cataloged. Additional copies are handled as "extras" and recorded only by the public service departments which circulate them. This saves not only the time and expense of cataloging, but the expense involved in withdrawal when after two or three years the texts have either become outmoded or worn out from usage.

A more critical policy in regard to making series cards has resulted in the removal of more than a hundred series from the public catalog, and the elimination of many new series entries that would formerly have been made. The criteria for withdrawal or elimination is the *Union List of Serials* or the judgment of the catalogers, and reference and departmental librarians. A series listed in the *Union List* is automatically given an entry in the public catalog. Series not listed in the *Union List* and considered by the cataloger to be of doubtful value are questioned. If the reference or departmental librarian agrees that the series is not needed, it is discontinued or not made, depending upon whether it is an old or new series. It was agreed at the outset that the decision of the reference and departmental librarians would be final. Only two of the hundred or more series referred to them have had to be retained, an unexpected percentage of agreement!

The simplifications adopted by the Library of Congress have been helpful to our catalog department largely by confirming cataloging practices which have been in use at Iowa for many years. Collation has never been a major concern and, for the most part, was restricted to the numbered pages and a general terminology to describe illustrations. As for capitalization, the new rules create

problems where there were no problems; student assistants can write copy slips and un-capitalize without thinking! The real difficulties have not been with descriptive cataloging but with the adaptation of subject headings and classification. We have not had the staff to permit a study of these problems. They are, however, of paramount importance, and our discussion and study of them is influenced by our deliberation on the problems of centralized cataloging.

A practical example of the principles of centralized cataloging is presented by the map collection at the State University of Iowa. Until the acquisition of the maps being issued by the Army Map Service, the collection at Iowa was small and uncataloged. Therefore, it is now possible to accept without change or adaptation the cataloging, classification, and subject headings of the Library of Congress. At the State University of Iowa, it is planned to combine in the same classification all maps acquired for the collection. The catalog of maps will remain a distinct unit, and if it is located in the public catalog, it will be arranged under the heading "Maps," not dispersed under the individual subjects. This plan has been discussed with several members of the faculty and all agree that it will be much more convenient to have the cards for maps ar-

ranged as a unit, even though it violates the principles of the dictionary catalog.

A parallel situation is presented by the music scores. The music department faculty argue that the present inclusion of scores in the dictionary catalog is cumbersome and unsatisfactory since the scores for chamber music, fugues, symphonies, orchestral music, etc., are scattered throughout the catalog.

An experiment in cataloging material as a group has been made with two hundred Nazi elementary and secondary school text books. These are recorded in the catalog by subject form only, and arranged on the shelves as a group in an assigned numerical sequence. If over a period of years it appears that it was an error to treat this material as a collection rather than as individual texts, it will at least be some satisfaction to know that the original processing costs were low and that the texts were made immediately available for use.

A year or two more of such experiments should provide definite and important information as to which functions and procedures will produce the most efficient service in a building designed as a bibliographical laboratory where students, faculty, and library personnel will function as a systematic whole.

By MARGARET I. KENNY

The College Library¹

Brooklyn College Library had always been organized along conventional lines according to the function performed, *i.e.*, book ordering, cataloging, reference, circulation, and current periodicals and United States government documents. It had the characteristic of many other libraries of not having a staff large enough to perform all the duties it would normally be expected to undertake. Particularly was this true of the order department where only one librarian with no full-time clerical assistant was assigned to this important function. Actually some of the duties of the order department were being

taken care of by personnel in other departments. For example, the chief librarian himself selected books and also received them. Continuations were ordered by the periodicals and documents librarian. This scattering of activities rightfully falling within the province of the order department was the inevitable result of insufficient personnel.

With the advent of the new chief librarian, H. G. Bousfield, in the fall of 1944, there was a realignment of duties. The entire book ordering process became the responsibility of the order librarian. This, of course, was an essential change, but the lack of sufficient professional and clerical help made for an emergency. Like many emergencies, this one turned out to be a fortuitous one, for it made

¹ Based upon an article written by Margaret I. Kenny and Marie H. Smith, chief order librarian, Brooklyn College Library.

necessary a re-evaluation of the acquisition and cataloging functions as performed at Brooklyn College Library.

A job analysis was made. A chart showing the functions of both the order and catalog departments was drawn up. It immediately became clear that there was duplication of records and work and omission of records in some instances.

For an effective merger, however, it was decided that the department must be housed in the same room. But in this library, the three functions, ordering, cataloging, and book preparation, were performed in three small rooms on three different tiers of the stacks, and in three different parts of the building. Books being added to Brooklyn College Library followed a long, involved and circuitous route before they reached the stacks.

Not the least of the problems was the overcrowded conditions of the working quarters. The total area of the work-rooms was far below the minimum standard required for the number of people working in these rooms. For example, a minimum of 2267 square feet was needed, but there were only 1097 square feet of work space available. It seemed quite possible that reorganization of the work and consolidation of the two departments would bring to light proper working quarters where all the operations connected with book ordering, preparation, and cataloging of books could be performed.

On the basis of the study of the functions of the two departments and of the possibility of using for the merged departments an unsupervised study hall, the order and catalog librarians recommended that the merger take place and that the new department be known as technical services. Because this department is thought of as a service department, and not as a processing one, the name technical services rather than technical processes was chosen as better signifying the point of view of this library. It was decided that the head of the catalog department, because of her existing administrative responsibilities, was the obvious choice for head of the new department. The head of the former order department was to retain her title as order librarian and remain in complete charge of the book order functions.

After the fundamentals were agreed upon,

the reorganization was put into effect immediately. Duplication of effort was eliminated; certain routines were consolidated. Bibliographical information found by the order librarians in their search to identify a title or edition (whatever that information is) is recorded for the use of the catalogers on a mimeographed routing slip which both groups use. Manifolded of records has made possible the speeding up of clerical routines. The "receipt file" maintained by the order librarians is the "books in process file" for the catalogers. The results of the merger have been an achievement of continuity and smoothness heretofore lacking.

The room chosen is perhaps unconventional for a technical services department. It is large enough to allow for further growth of the department and it is on the first floor of the library building—in full view of the readers.

Each person in the department is provided with approximately 140 square feet of room as against the 125 square feet usually recommended as desirable. The room has eight windows facing three sides of a beautiful campus. It has been possible to place personnel, books and equipment in such a way that a logical continuity is at once apparent. Actually, we do not follow a straight line even now; the work is laid out more along the line of a curve.

The merger went into effect in November 1945. The department moved into its new quarters in February 1946, so that it has had more than two years' experience under this new organization. Brooklyn College Library staff believes the move was a wise and fruitful one.

The work proceeds smoothly and efficiently. Information gathered by one group is made easily available to all. The order and catalog librarians always know the status of a book in process. There has developed a better understanding of the complexities of each phase of the acquisition and cataloging functions. The organization allows for a flexibility of assignment that has been of immeasurable value to the department and to the library. During periods when personnel were absent for one reason or another, it has been possible to call upon the services of both order and catalog librarians to share the burden of added responsibilities temporarily.

This, too, contributes to better understanding of each other's work and the supplementary activities connected with each function.

The room is easily accessible to the faculty and the student body. The department encourages students and teachers to come in to use the bibliographies in the room, and the shelf list, for example, or to ask about the status of new material being purchased, or sources of material for their own information.

Brooklyn College Library is, by virtue of the By-Laws of the Board of Higher Education, an academic department of the college. The librarians on permanent tenure are members of the faculty of Brooklyn College and share its privileges and responsibilities. Thus the librarians are obliged to be aware of curriculum trends and changes and to keep informed of course needs, and even to anticipate them. Each member of the professional library staff must bring to his job a real concern for the educational welfare of the students and a philosophy of librarianship which gives purpose to the library's part in the college program. Representatives of all ranks of librarians sit on the faculty council, the legislative body of the College, and also on the appointments committee of the library

which passes on all appointments, reappointments and promotions. The chief librarian is a member of the faculty personnel and budget committee, the "Senate" of the College.

The legal organization and the administration of the library are such that all librarians, regardless of the department to which they are assigned, are expected to take part in such additional activities such as the library orientation tours, library lectures, and to give service on college and departmental committees. It is therefore quite natural for the technical services librarians to think of themselves as serving the public directly. In addition, they are responsible for two of the library's publications, a monthly *Recent Accessions List* and an annual *Brooklyn College Staff Bibliography*.

The merger of the order and catalog departments into the technical services department has made for the most efficient use of the time and skill of both the clerical and professional members of the department, and has made it possible for the librarians in technical services to share in the faculty responsibilities fully as much as librarians in those departments usually thought of as the public service departments.

By ANNA BELLE WINTER

The Government Library

The Bureau of the Budget Library is a medium-sized federal government library. That is, in size it falls somewhere between the large departmental libraries and the many small libraries in the bureaus or newer government agencies. By definition of Raynard Swank in his article in *Library Quarterly*,¹ it is a *small* library, in that it has a total cataloging and acquisitional staff of less than fifteen people. As a matter of fact, the entire library staff totals less than fifteen. The library renders reference and research, bibliography and loan service to a professional public management staff of about 500 people, circulates approximately 19,000 items an-

nually exclusive of periodicals routed as received, has a cataloged collection of approximately 50,000 volumes, and acquires about 6000 additional items annually, not including a large volume of government documents. It has no branches and requires no duplicate catalog or shelflist records except for the relatively few books purchased for bureau field offices and the Council of Economic Advisers.

It is obvious from the foregoing that there is no occasion to engage in large scale technical processes operations such as those carried on in large federal government libraries—Library of Congress, Department of Agriculture, Army Medical, Veterans Administration, and others. It is also axiomatic that every library is interested in greater produc-

¹ "The Catalog Department in Library Organization." *Library Quarterly* 18:24-32, January 1948.

tivity at less cost in time and energy. Productivity is probably even more important in the small library with limited staff than it is in the larger library, but must frequently be arrived at in a different fashion. The volume of work does not lend itself to machine operations nor mass handling of materials. On the other hand, the smallness of the operation eliminates the necessity for elaborate in-process controls, and permits the virtual elimination of review by concentration on development of staff competence. The Bureau of the Budget Library has been blessed with a stable staff situation among technical processes workers. Staff competence has developed to the point that neither descriptive nor subject cataloging is reviewed except upon initiative of the cataloger, catalog cards are subject to only one review which is for typing errors, and book preparation is not revised at all.

The technical processes in the Bureau of the Budget Library have not been centralized into a technical processes unit. We are moving toward reorganization, but are held to the conventional form of organization by limitation of staff. Perhaps even lack of staff has its compensations. To acquire and organize a collection effectively directed toward the needs of a bureau whose interests are at once government-wide and highly specialized, staff time cannot be spared for duplication in any form, whether of records or activities. Within the framework of conventional organization (that is, librarian responsible for final selection of library materials; order work performed in the office of the librarian; assistant librarian responsible for cataloging, classification, serial recording, binding and book preparation) a considerable degree of coordination exists. This has been achieved by (1) combination of order and in-process records, (2) reallocation of library space, and (3) combination of serial acquisition and catalog records into a central serial record.

The combination order and in-process record has grown to be much more than that. The multiple purpose card which forms its basis, started life as a simple order-acquisitions card. By careful redesigning, it has now been made to serve as an acquisitions record and in-process guide, to record order and receipt of Library of Congress

cards, to indicate whether an item is to be included on *Public Management Sources* (the library's bi-weekly list of current literature) and to provide a means of follow-up on *P.M.S.* items and *L.C.* orders.

The catalog unit was moved to space adjoining the office of the librarian to bring it physically closer to acquisitions and facilitate use of the combined acquisitions and in-process record. The move was an especially fortunate one since it also brought the catalog unit closer to the public catalog. An attempt was made to further improve work flow by moving materials in a straight line from the time they are received until completion of book preparation, but has so far been thwarted by nature of the available space.

The most recently established means of coordinating acquisitions and cataloging is a central serial record. Previously all serials (except newspapers and current periodicals) were handled by the catalog unit, receipt having first been cleared by the order clerk. Both main catalog entry and detailed shelflist record were kept up to date. The central serial record has reduced these three operations to essentially one. Certain groups of serials (notably monographic series) necessarily require further handling, but even in the more complex situations some savings in time is effected. For accounting and follow-up purposes it is still necessary to prepare order record cards for serials subscribed and paid for, and request cards for gifts requiring specific request. However, by filing these cards in the central serial record back of the regular serial card, recording of receipt is facilitated, as is clearance of vouchers. An added advantage of this method of filing is that circulation and reference workers searching for a particular issue of a serial can find in one spot if it has been received, or if, and when it has been ordered. For serials received automatically or without previous request the central serial record pays an especially large and satisfying dividend in time saved. Acquisition cards were formerly prepared upon receipt of material to serve as in-process location records until catalog records were posted. Receipt is now recorded directly on the serial record, and since catalog records are no longer posted, the entire time of acquisitioning and adding to the

catalog has been saved. Time now spent corresponds to that formerly required for shelving.

It has been the aim of the bureau library to develop a team of librarians working toward the common goal of effective service to its clientele, rather than an organization of separate units no matter how well coordinated and smooth running. Many library products are the result of cooperative effort of the entire staff. The biweekly list of current literature, *Public Management Sources*, is one of these. The catalog unit is the final arbiter on subject headings to be used, although these are keyed to popular usage rather than formal catalog headings. It is also responsible for final review for technical form for *P.M.S.* and all bibliographies prepared in the library.

Special effort is made to keep the staff informed of all library activities, and more particularly of the interests and needs of the Bureau of the Budget Staff. Weekly staff meetings are held at which time the reference service reports on research and bibliographic requests to alert catalog librarians to needed "slant" in classification and subject headings and enable them to route materials pertinent to bureau work assignments to the attention of reference or directly to bureau staff. Catalog librarians report on organization and classification of special groups of materials or on new subject headings introduced into the catalog. A more effective means of making the catalog a vital service tool is the scheduling of catalog librarians for regular tours of duty at reference desks. No substitute has yet been found for direct

contact with library users to enlarge the conception of the cataloging function and increase the usefulness of both subject and descriptive cataloging. We should like to rotate staff between reference and cataloging as it is done at the Joint Reference Library in Chicago, where all staff members are reference and catalog librarians.

To date that degree of flexibility has not been achieved, but in addition to the reference duty for catalog librarians mentioned above, we have found occasions when reference librarians could profitably be introduced to technical processes activities. One of the most successful of these was the library-wide project undertaken when the bureau fell heir to the National Resources Planning Board library collection. The entire staff worked for thirteen Saturdays on an overtime basis to combine the records of the cataloged collections and to classify and catalog the large group of board publications and manuscripts. Increased awareness by reference librarians of cataloging problems was an important by-product of the project.

To return to the organization of technical processes, less practical experience indicates that in the medium-sized or small government library without responsibility for branches or field offices, considerable coordination of the technical processes can be attained without formal reorganization. This presupposes the willingness and ability of staff to cooperate in all library activities, and a continuous surveillance of all operations to eliminate duplication and overlapping.

By RICHARD H. LOGSDON

Summary

Since it is not possible to give an adequate summary of the contents of the six papers presented above in the space available for this purpose, I should like instead to draw from these papers a few principles and perhaps point up some of the implications for those of us who are concerned with technical services operations:

1. There is a definite trend toward group-

ing the functions of acquisitions, cataloging, binding and related activities into technical departments or divisions. Evidence indicating such a trend is presented in Mr. Cohen's paper and specifically by the fact that it was relatively easy to represent five different types of libraries on this program. In Miss Kenny's paper we have a case study of the establishment of such a division. An opinion

expressed by Dr. Swank in the article¹ to which reference was frequently made in the preceding papers is to the point, namely that it is probably safe to say that in recent years few large university libraries have not considered appointment of a chief of technical processes.

2. The objectives and specifics of organization may vary widely among libraries. At one end of the scale such divisions may be mere holding companies bringing related departments under a single administrator primarily for the purpose of reducing the span of control of the chief librarian; while at the opposite end of the same scale are organizational units striving toward completely integrated divisions. From the papers presented above and from objectives both stated and implied, it is safe to say that the greater contribution to the over-all efficiency of the library is promised through truly integrated technical services operations.

3. How shall such integration be achieved? This appears to be a real challenge to both staff and administration. Mere administrative rearrangement of departments will not achieve the objectives set for technical services divisions. As Miss Brown says, "It is the habits and thinking of the staff that require reorganization as much as procedural details."

4. In working toward our objectives what guide lines shall we follow? One answer here is suggested by Miss Winter's paper describing the close coordination possible in the library with a relatively small staff and without the formality of a technical services division. In other words, the large library will do well to strive constantly for the simplicity of operation, possible always in the "one-man" library, and relatively easy to achieve in the smaller organization. In short, have each job done in only one place and have it done right the first time so that constant review and revision is unnecessary.

5. How can we bring technical services personnel closer to the reader and reader services personnel for whom in final analysis his work is done? There appears to be no simple solution to this problem. Specific suggestions have been made, such as interchange

of personnel between departments and possibly aligning cataloging and bibliographical work. There will no doubt be others. All deserve most careful consideration by persons responsible for technical services operations, whether organized formally or carried on in separate departments.

6. In developing technical services in our respective libraries are we profiting by the experience of similar institutions? In the papers above (e.g. Custer and Kilpatrick) we have many practical suggestions growing out of the experience of specific institutions which may have wide application throughout the profession. These particular suggestions are reaching publication, but I suspect that there is a wealth of experience buried in our respective files in the way of memoranda and manuals of operation which are available to other libraries only through correspondence and consultation. Likewise, many of us are no doubt continually engaged in self surveys of various aspects of our technical operations and experimenting with variant procedures, the findings of which would be of value to other institutions. My plea here is for the best possible communications in getting new ideas into the record. In this, the new cataloging quarterly should help. In addition to the usual type of article requiring more formal preparation, there may be need for urging immediate reporting of specific ideas and experiments as news notes.

7. How shall we solve the problems of mounting costs and arrearages which are plaguing so many libraries? Expenditures for technical services represent a relatively large proportion of the money spent annually for library operations. While no accurate estimates are available, one dollar in every three is probably fairly close to actuality. Judging from the concern of both administrators and technical services personnel, ours is still a problem area of library administration. If we are to make progress in solving these problems we must have continued re-examination of our present procedures and research and experimentation in new methods for accomplishing our objectives.

Specific examples of such experimentation are reported above, most of which were carried on within regular operating departments. Certain types of experimentation, however, are difficult of accomplishment by staff

¹ Swank, Raynard C. "The Catalog Department in the Library Organization." *Library Quarterly* 18: 24-32, January 1948.

members with regular assignments without seriously interfering with necessary day to day operations. An alternative, possible in larger institutions, would be to establish a research or laboratory unit where new ideas could be tested before they were put into regular operation. Perhaps we should go further than this and take a lesson from industry where a process may be tested in a pilot plant before it is attempted on a production basis. If this is to be our approach, the large library could make a small begin-

ning by diverting staff time to experiments and pilot operations. However, a great deal more could be accomplished in a shorter time if libraries worked together in setting up an experimental laboratory for technical services. If we had as little as \$50,000 a year for five years (possibly less than 2 per cent of our annual expenditures for technical services), we might come out at the end of the five year period with new ideas and procedures capable of saving several times that amount annually.

Library Cooperation in North Texas

(Continued from page 26)

Administrative difficulties in maintaining the regional union list of serials have thus far not been great. The initial arrangement was made by a conference of the presidents of North Texas State Teachers College, Southern Methodist University, Texas Christian University, and Texas State College for Women. After the plans had been agreed upon, however, the direction of the work has been largely in the hands of the chief librarians of the cooperating libraries. The typing and mailing of extra cards for the central file and the maintaining of the master card catalog have been carried on by some score of librarians in addition to their regular duties. The mimeographing of the union list, however,

has become a formidable problem which involved cutting eight hundred stencils for the revised edition. The cumulative burden of work, which is the nemesis of all union catalogs, may eventually force a new method of financial support or some other means of publishing the contents of the master card catalog.

The benefits of the North Texas regional project have been the strengthening of the serial resources of the region, the development of a plan of cooperative purchasing, and greater local cooperation in using library materials. Though the venture has not accomplished all that has been hoped for it, it has nevertheless made considerable progress.

Correction

Mr. Paul Alcorn of the University of Connecticut reports that the figures given in the printed sources in "Administrative Organization and Financial Support of Land-Grant College and University Libraries," IX, October 1948, p. 330, on which Table I was based are incorrect and incomplete. The enrollment, according to Mr. Alcorn, was 3355, and library expenditures \$60,100. The per student expenditure for Connecticut was thus \$17.91 and the ratio 3.12%. If these figures are used, the average per student expenditure would be \$23.07, and the average ratio 2.88%. While these changes are of importance to the University concerned and do alter the general averages somewhat, the general conclusions of the article remain entirely valid.

Brief of Minutes, Meetings Board of Directors, A.C.R.L., Atlantic City

Meeting of June 14, 1948, 9 a.m.

President William H. Carlson called the meeting to order.

Mrs. Ada J. English presented the report of the committee investigating all aspects of the financing of *College and Research Libraries*. From a detailed study of the suggestions made by the board at the midwinter meeting and of other points, the committee decided to recommend that the board appropriate sufficient funds to poll the membership on the question of whether or not they would be willing to pay increased dues so as to receive *College and Research Libraries* automatically as a part of A.C.R.L. membership and that, dependent upon a favorable answer to this question, the board institute the necessary proceedings for making changes in the A.L.A. Constitution to allow for such action. It was suggested that the board send a resolution to the Fourth Activities Committee stating that A.C.R.L. would like to see an arrangement for dues by which it would be possible for all A.C.R.L. members to receive the journal automatically. The board endorsed this idea.

The report of the committee to increase subscriptions to *College and Research Libraries* was presented. Nine hundred letters had been sent out to larger public libraries, and letters were about to go out to delinquent subscribers. The board unanimously passed a motion to unite the committee investigating all aspects of the financing of *College and Research Libraries* and the committee to increase subscriptions. Mrs. English agreed to act as chairman of the new committee.

A motion was passed authorizing the executive secretary to provide addressograph plates for the A.C.R.L. membership list if by the end of this fiscal year it is apparent that A.L.A.'s membership records will not be revised so as to provide adequately for divisional needs, within a year from that date. The sum of \$500 was allowed for this purpose.

Madeleine Gibson presented the request of

the Engineering School Libraries Section for an allotment of funds sufficient to cover the cost of multilithing their proposed directory. It was pointed out that this directory would be a useful reference tool and would have considerable advantages as publicity for the section and as a promotional organ to be considered in connection with the membership campaign. Miss Roewekamp said that the Junior College Libraries Section also needs a directory and has already done some work on the project. She requested that funds be included in the budget for their project. It was recommended that the Publications Committee be given an opportunity to look at these directories before publication. Final authorization of the funds for the two directories was delayed until discussion of the budget at the Friday board meeting.

It was agreed that the special committees authorized in 1947 in San Francisco be continued—membership, educational qualifications, recruiting, and financial needs of the association.

The next point discussed was whether or not to turn over to the A.L.A. Headquarters Library the material being received by the executive secretary's office in response to the request of the Publications Committee. The board recommended that the material be turned over to the Headquarters Library reserving confidential material at the discretion of the executive secretary.

B. Lamar Johnson was appointed as an A.C.R.L. representative on the A.L.A. Council for one year to fill A.C.R.L.'s quota which had increased because of growth in membership.

The questionnaire on the subject of faculty status for university librarians proposed by Mr. Sieving of the University of Chicago was discussed. The board felt that such a study, consisting of a program to get the facts in detail, would be a suitable project for A.C.R.L. A motion was unanimously passed requesting that Mr. Sieving in consultation with the A.C.R.L. executive secretary deter-

mine what such a study would cost providing it included universities, colleges, and junior colleges, and recommend to the board at midwinter a specific study on the subject indicating cost and program.

Lawrence Thompson's suggestion that *College and Research Libraries* be sent either by A.C.R.L. or by securing foundation support to a list of foreign libraries until they can secure exchange or pay for it in some way themselves was presented. Final decision on this point was postponed until Friday morning.

The board recommended that biographical sketches of candidates for A.C.R.L. offices be printed in *College and Research Libraries* and that a reference to these sketches be included on the ballots, that a note be included on the ballots to explain that the president is elected the preceding year, that A.C.R.L. try alternating the ballots for one year, and that a study be made of the results from the two differently arranged ballots.

Mr. Rush asked for an expression of opinion on the A.C.R.L. news letter. The consensus of opinion was that the news letter is desirable, that A.C.R.L. should have at least one a year, and that details might be left to Mr. Rush's judgment.

The meeting adjourned.

Meeting of June 18, 1948, 8 a.m.

President William H. Carlson called the meeting to order.

The recommendations of the combined committee on *College and Research Libraries* subscriptions were read, which are that, pending the outcome of the suggestion of the Fourth Activities Committee with regard to discontinuing the *A.L.A. Bulletin* and issuing divisional quarterlies, the committee refrain from polling A.C.R.L. membership as suggested in their report to the board on June 14; that all libraries subscribing to more than one copy receive the additional subscriptions at a reduction of fifty cents for each subscription after the first; and that the committee receive an allotment of \$60 for the purpose of furthering its work. These recommendations were approved.

David H. Clift, chairman, A.C.R.L. Committee on Budgets, Compensation, and Schemes of Service, reported on the progress of the library score card. The committee

expects that it will be completed early in the fall.

Ralph Parker, chairman, Committee on Library Standards of Professional Schools, reported that this committee recommends that its work be an attempt to work out the cardinal points from which the evaluation of a library might be determined, a way to measure the effectiveness of total library service—such a committee report might be used as an instructional guide to the accrediting associations for their use in accrediting libraries.

The board next discussed the question of whether A.C.R.L. should go along with the A.L.A. regional meeting plan for 1949 or have an annual conference of its own in 1949. Mr. Carlson gave a summary of Mr. Pargellis's remarks given at the June 14 meeting favoring a national conference to discuss fundamental philosophy of A.C.R.L. with a view to long range development. In the discussion the consensus of opinion was that there has already been considerable discussion of A.C.R.L. philosophy, and that with the A.L.A. already in an unsettled state awaiting the outcome of the recommendations of the Fourth Activities Committee, A.C.R.L. should cooperate in the plan for regional conferences in order to give the Fourth Activities Committee a chance and in order not to emasculate the plan for regional conferences. The board unanimously passed a motion that it will be the policy of A.C.R.L. to cooperate with A.L.A. in its plan for regional meetings in 1949 and that the midwinter meeting will be designated as the A.C.R.L. annual meeting for the transaction of business. The board then authorized the president and the executive secretary to work out plans for the actual participation of A.C.R.L. in the regional conferences.

The board authorized the president and the executive secretary to provide for foreign distribution of not more than 100 copies of *College and Research Libraries* as gifts of A.C.R.L. to foreign libraries.

Mr. Rush stated that the Publications Committee wanted an expression of opinion as to their proper function—whether merely to approve and review or to encourage and develop needed publications as well. It was definitely agreed that it is the function of the committee to do both. It was remarked that

(Continued on page 74)

A.C.R.L. in Action

By N. ORWIN RUSH

THIS is not a report. It is a story in fragments, and you are the chief characters in it. Its location for the moment is in Chicago, but it doesn't stay there, it moves from Maine to Florida to California and to points in between. A.C.R.L. membership is increasing rapidly—A.C.R.L. members are working industriously. The complete story of the activities of A.C.R.L. could not be related in this limited space, but here are some of the parts.

The four special committees set up at San Francisco in July 1947 have now been in action a little more than a year.

SPECIAL MEMBERSHIP—Mr. Wayne S. Yenawine was chairman of this committee until September 1, 1948, at which time Mr. Robert Severance took over. There is at least one member from each state, Canada, Alaska, and Hawaii. One of the first activities of the committee was to send out 2220 letters to college, university, and reference librarians who were members of A.L.A., but who had not designated A.C.R.L. as their choice of division, inviting them to affiliate with the division. An A.C.R.L. membership page was prepared for the November 1947 issue of the *A.L.A. Bulletin*. A list of new 1948 members has appeared in *College and Research Libraries*. The membership of the division at the end of the year was around 3700 which is an increase of nearly 1000 members in 1948. The present personnel of the committee is: Stanley Hoole, John S. Mehler, Patricia Paylore, Marvin A. Miller, Allan R. Laursen, Everett T. Moore, Eleanor B. Mercer, Henry J. Waltmeade, Dorothy Bridgewater, Ruth Alford, Frank J. Bertalan, Louise Richardson, Margaret M. Jemison, Carl Stroven, Eldon C. Hart, William L. Hyde, Howard Winger, John H. Moriarty, Norman L. Kilpatrick, Downing P. O'Harra, Edna J. Grauman, Robert H. Trent, Edward C. Heintz, Howard Rovellstad, Ruth K. Porritt, Jackson E. Towne, David R. Watkins, Mahala Saville, Felix E. Snider, Merwin M. Moores, Richard A. Farley, James J. Hill, Thelma Brackett, Genevieve Porterfield, Ira A. Tumbleson,

G. F. Shepherd, Joseph Brewer, W. P. Kellam, Della Mathys, Howard F. McGaw, Edmon Low, Margaret Markley, Ralph McComb, Marion Kesselring, J. Mitchell Reames, Lois Bailey, J. H. Lancaster, Edith Rich, Louise E. Robinson, Louise Savage, Helen Johns, Helen Northup, Esther Clausen, and Robert W. Severance, chairman.

SPECIAL COMMITTEE ON RECRUITING. The committee has made an excellent beginning this year toward a long range plan for attracting high caliber recruits. It has worked closely with the Joint Committee on Library Work as a Career contributing substantially to the preparation of the joint committee's recruiting folder *10,000 Careers with a Challenge*. A.C.R.L.'s committee has issued its own *Recruiting Bulletin*—to date these bulletins have been four in number, and they were issued to all A.C.R.L. institutional members. The committee has constantly urged the discussion of recruiting problems at local, state, and regional meetings, and two of its members presented papers on the subject at one of the general A.C.R.L. meetings at Atlantic City. The committee personnel is: Dale M. Bentz, Beverley Caverhill, Rev. James J. Kortendick, Mrs. Frances Lander Spain, Katharine M. Stokes, Eugene P. Watson, Gonzalo Velazquez, Harry C. Bauer, and Lawrence S. Thompson, chairman.

SPECIAL COMMITTEE ON THE EDUCATIONAL PREPARATION AND QUALIFICATIONS NEEDED BY COLLEGE, UNIVERSITY, AND REFERENCE LIBRARIANS. The committee has held a number of meetings and considerable correspondence mainly to determine its course, and has come up with a proposal to hold a series of small conferences. For the present it will be concerned only with minimum requirements. The recommendations emerging from these conferences are to be submitted to a larger representative group of consultants for criticism and revision. The personnel of the committee is: Mary Clay, Robert Muller, Jack Dalton, Edward Chapman, Katherine Anderson, Robert W. Christ, Florence B. Murray, W. S. Hoole, William Kozumplik, and Jerrold Orne, chairman.

SPECIAL COMMITTEE TO CONSIDER THE FINANCIAL NEEDS OF A.C.R.L. AND TO SUGGEST A PROGRAM FOR THEIR REALIZATION. Mr. Lundy has gone over the financial situation very carefully at Headquarters and at present is hoping to work closely with the Fourth Activities Committee. The personnel of the committee is: Clyde H. Cantrell, G. Flint Purdy, Stephen McCarthy, Lola Rivers Thompson, Herman Henkle, Arthur M. McAnally, and Frank A. Lundy, chairman.

Standing Committees

COMMITTEE ON PUBLICATIONS. During the past year Dr. Richard H. Logsdon has been chairman of this committee to integrate the publishing interests of the various sections. The committee has established at Headquarters the beginning of what may become a very important collection of documents reflecting current procedures in the administration of college, university, and reference libraries. The committee prepared a statement, describing the project and requesting the material, which went to all of the college and university libraries in this country and Canada. The committee this year is bringing particular attention to bear upon its responsibility of making a survey of publication needs and of taking a more active role in encouraging needed publications and not limiting its work to the reviewing of manuscripts brought to its attention. Under the leadership of Mr. Lewis Branscomb, as chairman this year, we can expect the committee to continue to make definite headway in this undertaking. There is great hope and encouragement that a larger and better line of needed publications, research, and investigation will emerge. This is a task of large proportions, and the committee needs the full support of all in carrying out its work in this field. The personnel of the committee is: Mary N. Barton, Richard H. Logsdon, B. Lamar Johnson, Maurice F. Tauber, Margaret M. Field, Guy R. Lyle, Katharine M. Stokes, Lawrence S. Thompson, and Lewis Branscomb, chairman.

COMMITTEE ON COLLEGE AND UNIVERSITY LIBRARY BUILDINGS. Dr. Robert A. Miller, Director of Libraries, Indiana University, is chairman of this committee to assist those who seek advice relative to new buildings, alterations, library furniture, and equipment.

It is the policy of the committee at present to urge librarians faced with a building program to call in a library consultant who will be capable of making a careful and thorough survey of the needs and problems of the college or university. The committee considers the survey as one of the critical points in proper library planning with the principal job of the consultant being to help in the formation of a well-thought-out and clearly stated program. The committee is prepared to recommend consultants and is concentrating its energies on the "education" of consultants. At the encouragement of the committee Headquarters is collecting pictures and plans. Through the help of the A.C.R.L. Executive Secretary's office the committee has available a list of libraries planning new buildings as well as a list of those who have recently completed buildings, and just recently it undertook a survey to find out how well librarians were satisfied with their new buildings. The replies received brought a number of "musts" as well as unsatisfactory features of most of the buildings. Thus was gained a knowledge of building features that had stood the test of use. The committee sponsored a clinic on college library buildings at the Atlantic City Conference at which time a number of librarians presented their plans for discussion and criticism. The personnel of the committee is: Harlan C. Brown, Margaret Briggs, Mrs. Eulin K. Hobbie, Donald A. Woods, and Robert A. Miller, chairman.

COMMITTEE ON BUDGET, COMPENSATION, AND SCHEMES OF SERVICE. This is also a sub-committee of the A.L.A. Board on Personnel Administration. The long-awaited score card, a supplement to the *Classification and Pay Plans for Libraries in Institutions of Higher Education*, by which a library may measure its own effectiveness has been prepared by the committee under the chairmanship of David Clift and will probably be published by A.L.A. in February. Early in 1948 a second edition of the *Classification and Pay Plans . . .* was issued. The committee is now at work on a similar volume for professional schools. The personnel of the committee is: Ruth T. Power, Eleanor Witmer, Raymond P. Morris, Robert Vosper, E. G. Freehafer, Eileen Thornton, Evelyn Fritz, W. R. Roalfe, and Ralph Parker, chairman.

COMMITTEE ON FINANCES OF *College and Research Libraries*. Printing costs have soared beyond reason during the past few years making the publishing of our official journal *College and Research Libraries* increasingly difficult to finance. One of the ten cardinal policies proposed by A.C.R.L.'s Committee on Policy was to support *College and Research Libraries*. The journal has recently been increased to 96 pages, and it is the desire of the Publications Committee and the Board of Directors to continue to expand the journal if adequate support is forthcoming. The first steps to help meet the rising costs were to increase the subscription price by \$1.00 and to make space available for advertising purposes. Advertising for the first year was handled by A.L.A. However, this agreement was not financially successful for A.L.A., and a new arrangement has been effected whereby the advertising will now be handled by this committee.

The next step was to put on an extensive campaign to increase the number of subscriptions. The committee is working diligently on this phase of its work with good results. The personnel of the committee is: David K. Berninghausen, Mary Herrick, Francis W. Allen, Mary V. Gaver, and Mrs. Ada J. English, chairman.

COMMITTEE TO STUDY LIBRARY STANDARDS OF PROFESSIONAL SCHOOLS. The committee is attempting to work out the cardinal points from which the evaluation of a library might be determined. The committee hopes to point out valid criteria to measure the effectiveness of library service, criteria that would be independent of organization. Such a committee report might be used as an instructional guide to the accrediting associations for their use in accrediting libraries. The personnel of the committee is: Eugene H. Wilson, Ruth T. Power, and Ralph Parker, chairman.

Other Activities

It has been suggested that A.C.R.L. might attempt to encourage closer relations with foreign educational institutions. One step toward this is the recent decision of the Board to give one hundred subscriptions of *College and Research Libraries* to foreign libraries for the year 1949. It was felt that this would be of particular value to those

libraries who are unable to subscribe because of currency restrictions. The one hundred libraries have been selected and are now receiving the journal.

Plans are being made for a special number of *College and Research Libraries* in honor of the tenth year of its appearance.

An up-to-date outline manual for the use of section officers has been prepared. Among other things this manual tells about the mimeograph service and addressograph mailing which Headquarters and the A.C.R.L. Executive Secretary's office are now prepared to make available for sections and committees.

Progress is being made on a special study regarding faculty status to be made in collaboration with the University of Chicago. From the result of a questionnaire sent out from the office of the A.C.R.L. Executive Secretary last spring and other data on this subject, a considerable amount of useful information is already available.

Sections

The work of the seven different sections always brings in a series of interesting actions. For the most part they are strong and significant working groups holding excellent and worthwhile meetings at the annual and midwinter conferences. A number of them issue a newsletter from time to time. The Junior College Libraries Section is particularly concerned over the lack of adequate up-to-date book selection tools for junior colleges. Definite progress is being made with the H. W. Wilson Co. for working out plans for a *Standard Catalog for Junior Colleges*. In the meantime Miss Mary Clay, Librarian of Northeast Junior College at Monroe, La., has prepared a list of aids which she has found useful in book selection—mimeographed copies of this list are available at the Executive Secretary's office. To facilitate the work of the section regional representatives have been set up who have their respective responsibilities for the work of the section. One of the most significant moves, and one in keeping with a very important suggested activity of A.C.R.L. (that of establishing and maintaining cordial relations with, and presenting the library point of view to, national and regional educational associations) was the establishment of a com-

mittee of the American Association of Junior Colleges to identify and study junior college library problems. This committee has come up with a list of problems in need of investigation.

Two of the sections, the Junior College and the Engineering School Sections, are now working on a directory of their members. The directory being prepared by the engineers will include the listing of the staff of engineering libraries starring those who are members of A.C.R.L.

Another project underway by the Engineering School Libraries Section is a survey of salaries, schedules, collections, staffs, budgets, etc., prevailing in engineering school libraries.

The Agricultural Libraries Section, in keeping with A.C.R.L.'s special emphasis upon strengthening our association, has recently undertaken a special membership drive. It has also been particularly concerned about bringing proper library standards to the attention of the various general and professional accrediting agencies in an effort to better the position of libraries in the land-grant colleges.

The members of the Reference Librarians Section have considered seriously the purpose and activities of their section. The very important Committee on New Reference Tools has been re-activated.

The University Libraries Section during the past year placed their emphasis upon the functions of rare books, centering their annual meeting around this subject. They are planning to publish in *College and Research Libraries* the three papers which were given at their annual meeting—"The Need for Rare Books in the University Library," by John Cook Wyllie, of the University of Vir-

ginia Library; "The Administration and Policy Relating to Rare Books in the University Library," by Lawrence Clark Powell, of the University of California Library at Los Angeles; and "The Organization and Service of Rare Books in the University Library," by John Alden, of the University of Pennsylvania Library.

The College Libraries Section has been particularly concerned with audio-visual materials and faculty status for professional librarians.

The members of the Libraries of Teacher Training Institutions Section have placed special emphasis upon the integration of library materials with teaching. The proposals of their committee on *Four Year Goals* should bring a new vigor into the work of the section.

You who read this story are the ones who have made it and are the ones to make it continue. I trust that enough has been told to show that A.C.R.L. can assist college, university, and reference librarians in the solution of their problems. As the Brown report stresses, the majority of A.C.R.L. members believed very definitely that much of the work of the Association should be done through committees with a central office to stimulate and coordinate their activities. It is, then, through the activities of sections and committees such as briefly described here that the Executive Secretary hopes to make a contribution to the growth of A.C.R.L. If we can make A.C.R.L. an organization in which we all participate and upon which we can all call for help, then the Association will have moved to a new high level. We all have a direct and important part in the problems and affairs of the Association, and the interest of each is the interest of A.C.R.L.

Brief of Minutes

(Continued from page 70)

this was the original thinking when the committee was formed.

The question of a circulation section which had been proposed was brought up. The board felt that because of the present state of flux of the A.L.A. the project should be

discouraged at this time. They also felt that A.C.R.L. should be steered away from further fragmentation.

The meeting adjourned.

N. Orwin Rush, Executive Secretary

Personnel

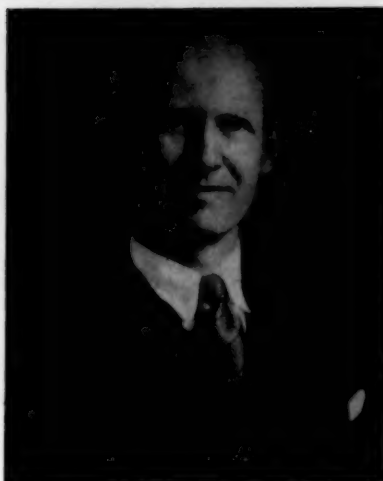
CECIL JOHN MCHALE, professor of library science at the University of Michigan, died suddenly on November 2nd from an attack of coronary thrombosis. He was stricken while addressing the Ann Arbor Woman's Club in the Michigan League, Ann Arbor. His passing, at the height of his career, takes a valued and able man from the ranks of library school teachers.

Born in Minneapolis in 1899, Professor McHale attended the public schools of that city, and later the University of Minnesota and Carleton College from which he was graduated in 1922. Graduate study at Harvard led to the degree of Master of Arts in 1925. He was then appointed to the faculty of the University of Arkansas, where he was instructor in English from 1925-28. During this time he decided to enter the library profession and in the summer of 1927 began his formal study of library science in the newly-established department at the University of Michigan. He completed the first-year courses in June 1929, receiving the A.B.L.S. degree.

His first major professional library appointment was at the University of North Carolina where he was head of the circulation department from 1929-1931. This was followed by seven years in public library work in Washington, D.C. where he began his first teaching of library science on a part-time appointment at the Library School of the Catholic University of America in 1937.

Mr. McHale joined the University of Michigan faculty in 1938 as an assistant professor of library science, was promoted in 1941 to the rank of associate professor, and in June 1948 to a full professorship. In 1943-44, during the absence of Professor Gjelsness in Mexico, he served as acting chairman of the department.

He was an effective agent in promoting better libraries and developing better librarians. He brought to his teaching sound practical knowledge of the procedures of public libraries coupled with breadth of vision and vigorous faith in the public library's significance in community life. He was a successful and gifted teacher, exerting a strong and helpful influence on the careers of his students, many of whom returned to him in after years for



Cecil John McHale

the counsel which was so freely given. He was keenly interested in all aspects of public library service, kept in close touch with developments in the field and enriched his teaching through the friendly and helpful contacts he maintained with the librarians in the state. He served as consultant to various public library boards and made surveys of a number of public libraries in Michigan, including that of the Lansing Public Library which was published in 1943. At the time of his death he was directing a survey of the public libraries of Bay City.—*Rudolph Gjelsness.*

DONALD E. THOMPSON, director of libraries at Mississippi State College since Sept. 1, 1948, received his undergraduate instruction at Iowa State College and was recruited for the profession by the librarians of that institution. From this beginning at a library which has always given primary emphasis to high standards of public service and has displayed a noteworthy devotion to the needs of research, Mr. Thompson has carried forward the concepts learned as an apprentice, adjusted them to new situations in two other scholarly libraries, and now carries them to a land-grant college which has high ambitions for leadership.



Donald E. Thompson

Mr. Thompson went from Iowa State to the University of Illinois Library School, where he received his B.S. in L.S. in 1937. During service in Temple University's business library from 1937 through 1940, he applied himself to a curriculum leading to a master's degree in economics and was awarded his diploma in 1942. In 1940 he was appointed research bibliographer and business librarian at the University of Alabama, and during the war years, 1942-1944, he served as acting director. For the last four years he has held the post of assistant director of libraries at Alabama.

During 1940-1942 the University of Alabama Libraries conducted an exemplary self-survey initiated by John Cory when he was the director. Mr. Thompson analyzed the results and published a summary in *College and Research Libraries* in April 1947. Special attention was given to the condition of book and periodical holdings. The remarkable surge forward of the University of Alabama Libraries to the front rank of research collections in the Deep South is due in no small measure to the background data available to the library staff as a result of this survey.

Bibliographer as well, Mr. Thompson is the compiler of the *Bibliography of Louisiana Books and Pamphlets in the T. P. Thompson Collection* (1947), an outstanding library of books and pamphlets on the history of Louisi-

ana and now in the University of Alabama Library. The accuracy and good judgment of the compiler has attracted favorable comment from several reviewers.

To the Mississippi State College Mr. Thompson carries a breadth that will stand him in good stead during a critical period in the development of that college's library. In early 1949 construction will begin on a long and sorely needed library building, and to satisfy the future needs of a rapidly expanding institution will call for the superior competence that is assured by the new director's training and experience. Perhaps most important of all is the devotion that Donald Thompson commands from his fellow workers. In the broad domain of the Deep South one must search long to find his equal in fostering the humane tradition of librarianship. —Lawrence S. Thompson.

DR. GASTON LITTON has recently been appointed archivist of the division of manuscripts of the University of Oklahoma Library. The objectives of this new division are twofold: to preserve the university's own records of experience—materials which reflect the work of the several colleges and schools; to collect materials of regional interest and of enduring historical value.

Dr. Litton's library career began at the University of Oklahoma where he served on the staff of the library and secured his library science and M.A. degrees. Later he received the Ph.D. degree from Georgetown University. His experience since graduation has fitted him for his new job. For about a year he was engaged in the collection and copying, for the University of Oklahoma's Department of History, of significant original materials concerning the Five Civilized Tribes. Next he was appointed to the staff of the newly created National Archives, where he served in a number of capacities. He was granted leave from the National Archives to undertake the reorganization of the library of the National University of Panama, and the organization of a library school there. This assignment led to others in Latin America.

Dr. Litton, Professor William A. Jackson, and Dr. Harvie Branscomb were selected by the American Library Association, at the request of the Brazilian Minister of Educa-

tion, to develop plans for the reorganization of the Brazilian National Library. After the completion of this assignment, Dr. Litton assumed the directorship of the American Library at Managua, Nicaragua, where he spent two years.

Dr. Litton has made occasional contributions to professional library and historical journals and is the co-author, with Dr. Edward E. Dale, of *Cherokee Cavaliers*.

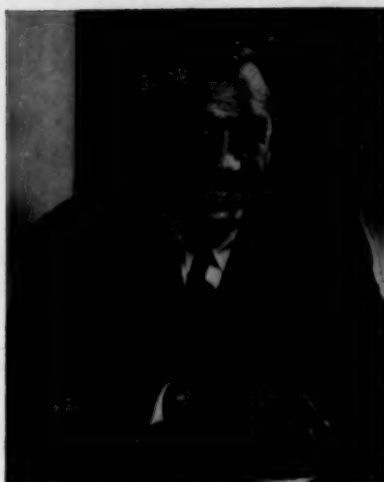
The program for preservation of materials on the past is new and novel in Oklahoma. Dr. Litton seems to be the ideal person, both by training and experience, for the task.—
J. L. Rader.

DR. JOHN EWART WALLACE STERLING has been director of the Henry E. Huntington Library and Art Gallery since July 1, 1948. He is the second such officer in the history of that distinguished institution, succeeding to a post left vacant since June 30, 1941, by the retirement of the late Dr. Max Farrand.

At the beginning of the next academic year, September 1949, Dr. Sterling will leave the Huntington Library to assume the presidency of Stanford University, where he will succeed the late Donald Bertrand Tresidder, who died suddenly on Jan. 28, 1948.

Born in Linwood, Ontario, in 1906, Dr. Sterling completed his naturalization as a citizen of the United States in 1947. He received his Bachelor of Arts degree from the University of Toronto in 1927 and his Master of Arts degree from the University of Alberta in 1930. He holds his doctorate from Stanford University, where from 1932 to 1937 he was a member of the Research Staff of the Hoover Library on War, Revolution and Peace. Since then he has served on the faculty of the California Institute of Technology in Pasadena, California, becoming a full professor in 1942 and occupying the post of Edward S. Harkness Professor of History and Government.

DR. WILLIAM A. FITZGERALD, formerly librarian of the St. Louis University School of Medicine, has become director of the Peabody Library School. Dr. FitzGerald also held the research chair in medical history at St. Louis University and was a special lecturer in the Department of Library



J. E. Wallace Sterling

Science at Washington University.

A former professor of library science at Villanova College, Dr. FitzGerald has had a broad experience in teaching and librarianship on secondary school and university levels. For a number of years he taught in the Brooklyn Preparatory School, later becoming librarian of Stuyvesant Evening High School. In 1942 he was an instructor in library science at St. John's University, Brooklyn.

Dr. FitzGerald holds undergraduate and master's degrees from Boston College, a B.S. degree from the School of Library Service of Columbia University, and a Ph.D. degree from Fordham University. He is the author of numerous articles and library publications.

Dr. FitzGerald succeeded Felix C. Robb, assistant to the president, who has served as acting director of the library school since June 1947.

FREDERICK G. KILGOUR, deputy director of the Office of Intelligence Collection and Dissemination, Department of State, has been appointed librarian of the Yale School of Medicine. Mr. Kilgour, who assumed his duties on October 1, holds the rank of associate professor. Both the historical and general libraries, which in the past have functioned separately, are now under his direction.

Mr. Kilgour received the B.A. degree from Harvard College in 1935 and was a candi-

date for the B.S. degree in the Columbia University School of Library Service during the summers 1939 through 1941. Mr. Kilgour served at the Harvard University Library from 1935 until 1942 in the capacities of assistant in circulation, reference assistant, general assistant and chief of the circulation division.

From 1942 until 1945 he was executive secretary of the Interdepartmental Committee for the Acquisition of Foreign Publications of the Office of Strategic Services in Washington, D.C.

THOMAS P. FLEMING has been appointed librarian of the Biological Sciences Libraries and professor on the faculty of the School of Library Service of Columbia University. In addition to his membership on the faculty of the School of Library Service, he has a seat on the faculty of the College of Physicians and Surgeons. His teaching will be in the field of scientific bibliography.

On the staff of the libraries he will administer the library of the College of Physicians and Surgeons, where he will be the resident librarian, and the psychology, zoology and geology libraries. Mr. Fleming has since 1944 been assistant director of libraries, in charge of building the collections and of promoting service to readers.

ARTHUR B. BERTHOLD is now chief of the bibliography branch of the division of libraries and reference services, Department of State. Mr. Berthold came to the department from the University of Chicago Library, where for the past three years he held the position of chief of the preparations division. During the war years he was on the staff of the Office of Strategic Services. From 1936 to 1942 he held the position of associate director and bibliographer, Philadelphia Bibliographical Center and Union Library Catalogue.

A sketch of Mr. Berthold appeared in the January 1946 issue of *College and Research Libraries*. Recently he has been selected editor of the forthcoming journal of the Division of Cataloging and Classification of the A.L.A.

THE UNITED NATIONS has announced the appointment of Dr. Rubens Borba de Moraes, distinguished Brazilian librarian, as

chief of the processing section of the Division of Library Services. He will also serve as acting deputy director.

Dr. Borba was until recently director of the National Library at Rio de Janeiro. He is the founder of the leading school for librarians in South America, at São Paulo, and was for several years director of the modern public library system in that city.



Stanley E. Gwynn

THE CIRCULATION and reference services of the general and departmental libraries of the University of Chicago are under the supervision of Stanley E. Gwynn, who was recently appointed chief of the Readers' Services Division.

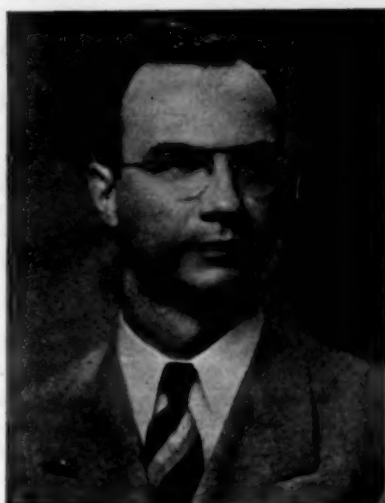
Mr. Gwynn began his library career as a page at the Newberry Library in Chicago. He received his B.A. from Northwestern University in 1935, and, after an additional year of teaching and graduate work as a tutorial fellow in English literature, went to the National Safety Council as a reference librarian. In 1937 he joined the professional staff of the Newberry Library, and remained there until 1943 as a reference librarian specializing in reference work and book selection in English and American literature. During the war, Mr. Gwynn maintained a part-time connection with Newberry, but was primarily engaged in testing bomber engines, in training engine test operators, and in the preparation of engineering test reports for the Buick Motors Division of General Motors.

In the fall of 1945 he entered the Graduate Library School. Shortly thereafter, he became assistant to the director of the University of Chicago Library and served in that capacity until October, 1946 when he was appointed college librarian and instructor in the humanities in the college. He resigned this double appointment to assume his present position with the university library.

Mr. Gwynn is continuing his studies in the Graduate Library School, and is currently serving as chairman of the College and Research Library Section of the Illinois Library Association. He has contributed essays and articles to a number of general and professional publications.

JOHAN M. DAWSON was appointed chief of the Preparations Division, University of Chicago Library on July 16, 1948, succeeding Arthur B. Berthold, who has accepted an appointment in the State Department in Washington, D.C. As chief of the central preparations division, Mr. Dawson will have the responsibility for directing the library's operations in connection with acquisition, cataloging, classification and binding for the university library system which is composed of Harper Library and more than twenty special or departmental libraries.

Mr. Dawson was born in Scotland, and came to this country in 1926. He received his B.A. from Tulane University in 1940 and his B.S. in L.S. from Louisiana State University in 1941. While at Tulane he was



John M. Dawson

elected to Phi Beta Kappa and to Beta Mu, honorary biological fraternity. He was business manager of the University of Alabama Library, 1941-42, resigning to enter the Army. His Army service included two and a half years in the Aleutian Islands as an officer in the Transportation Corps. Upon his release from the army in 1945, he was appointed assistant librarian of Tulane University.

Mr. Dawson left Tulane to study at the Graduate Library School in 1947-48 as a fellow of the General Education Board and of the Graduate Library School. He is continuing his work toward the doctorate.

Appointments

Dr. Solon J. Buck has been appointed chief of the division of manuscripts and occupant of the chair of American history in the Library of Congress. He was formerly Archivist of the United States.

Seymour Lubetzky has been confirmed as chief of the catalog maintenance division of the Library of Congress. He has been acting chief of this division since its establishment in October 1946.

Paul B. Kebabian, who left his position as supervisor of exchanges of the Yale University Library to complete his professional training at Columbia, is now assistant to the chief of the preparation division of the Reference Department of the New York Public Library.

Margaret G. Cook, formerly librarian of the New Jersey State Teachers College at Montclair, has been appointed associate professor at the Drexel Institute School of Library Science. She succeeds Dr. Jeannette H. Foster who is now librarian and bibliographer of the Institute for Sex Research, Indiana University.

Gerhard B. Naeseth, associate librarian at Oklahoma A. and M. College, has been appointed associate director in charge of technical services of the University of Wisconsin Library. Franklyn F. Bright, formerly order librarian at Brown University, is assistant librarian in charge of acquisitions. Maurice Leon, formerly of the Wisconsin Law Library, has been named foreign docu-

ments librarian of the university. Mrs. Dorothy Randall Skuldt, librarian of the Wisconsin State Planning Board, has been appointed librarian of the open shelf room of the future university library. Gordon C. Abrams, reference librarian of Dartmouth College, is the new assistant to the order librarian.

Fred B. Oxtoby, cataloger at the University of Illinois Library, has been appointed head cataloger and classifier in the library of Illinois Institute of Technology, Chicago.

Mrs. Madeline Cord Thompson has been given a year's leave of absence from the Library of Congress to act as chief reference librarian of Brooklyn College during the leave of Ruth M. Erlandson, who is studying in Sweden on a Gustav V Fellowship.

Vella Jane Burch, recently head of the cataloging department of the Georgia Institute of Technology, has become catalog librarian of the Southwest Baptist Theological Seminary, Fort Worth. Rev. Charles P. Johnson has been appointed reference librarian of the same institution.

Ruth M. Cameron has been appointed librarian and coordinator of the recently-established audio-visual bureau of Brooklyn College.

Joseph S. Komidar has been appointed reference librarian in Deering Library of Northwestern University, Evanston, Ill., succeeding Eleanor F. Lewis, who retired in August.

Harald Ostvold has left the staff of the Northwestern University Library to become chief of the reference department of Washington University, St. Louis. Grace Swift is now chief of the catalog department and Frances Saupe, of the Oklahoma A. and M. College Library staff, has become assistant chief of the department. Elizabeth Ringger has been named music librarian.

Hubbard W. Ballou, for the past year in charge of the photographic processes at the University of Illinois Library, Urbana, has become head of the photographic services in the Columbia University Libraries.

Harriette W. Shelton is now chemistry librarian at Cornell University.

Lemuel L. Tucker is now research librarian for the department of social sciences of Fisk University, Nashville.

Edward F. Ellis, for fifteen years in the reference department of the Buffalo Public Library, has gone to the Lockwood Memorial Library of the University of Buffalo as circulation director and reference librarian.

Charles Rothe, formerly librarian of Southwestern University, Georgetown, Tex., has gone to Brooklyn College as education librarian.

Edward Starr is librarian of Crozer Theological Seminary, Chester, Pa. From 1935 to 1948 Mr. Starr was curator of the Samuel Colgate Baptist Historical Collection at Colgate University.

Ruby Ethel Cundiff left the library school of the George Peabody College for Teachers, Nashville, where she had been associate professor, to go to Madison College, Harrisonburg, Va., as professor of library science.

Emil Greenberg left the staff of Brooklyn College Library to become director of the teaching materials and audio-visual center in the teacher education program of the Colleges of the City of New York.

Pauline A. Carleton, formerly cataloger at Amherst College Library, is head cataloger of the Ohio State University Law Library, Columbus.

Gretchen DeWitt, formerly on the reference staff of the Milwaukee Public Library, is head of circulation and reference at Bryn Mawr College.

Jed H. Taylor has been appointed associate librarian of Suffolk University, Boston.

Nathaniel Stewart is now assistant professor at the Pratt Institute Library School, Brooklyn.

Ruben Weltsch, formerly reference librarian at Kenyon College, Gambier, Ohio, has been appointed reference librarian of the Rice Institute Library, Houston, Tex.

Sidney Mattis, who had been librarian of the Metropolitan Vocational High School, New York, since 1937, is now education librarian at Queens College, Flushing, N.Y.

Kathleen Mathews, who has just completed a year of professional study at Columbia, has been appointed librarian of Victoria College, Victoria, British Columbia.

Joseph Yenish, also in residence at Columbia this past year, has been named librarian of the Pollock Graduate Library,

(Continued on page 84)

New Members

PERMANENT membership records have been kept only since 1946—so in this listing members joining during the period April 1-July 31, 1948, are called "new" if they did not belong in either 1946 or 1947. Because of various factors there may be an unusual degree of error in the listing of new members this year. We would appreciate your help in making our records accurate. So would you please notify N. Orwin Rush, Executive Secretary, 50 E. Huron St., Chicago 11, of any corrections which should be made. New institutional members will appear in a later listing.

- Adamson, Josephine, U. S. Department of Agriculture
 Adlerbach, Lois Grimes, Columbia University
 Aguiar, Maria Teresa de, Casa de Portugal, New York City
 Albright, Harriet, Cook County, Wis., Nursing School
 Aldredge, Shirley Alice, University of Denver
 Allred, Lela, U. S. Dept. of Agriculture, Lincoln, Neb.
 Anderson, LeMoyné, Minneapolis, Minn.
 Anderson, Phyllis Jane, Pan American World Airways, San Francisco
 Appich, Anna V., George Washington University
 Aronson, Eleanor J., Library of Congress
 Auth, Rev. Charles R., Dominican College
- Bachr, Betty B., University of Maryland
 Baker, Frances N., State Teachers College, Geneseo, N.Y.
 Ball, Avia Auld, University of Illinois
 Bariani, Geraldine D., Indiana University
 Barnes, Eugene Burdette, Jr., University of Oregon
 Barrett, Mary Elaine, College of St. Elizabeth
 Barrett, Mrs. Mildred A., New Mexico College of Agriculture and Mechanical Arts
 Bartlett, Dorothy Wood, Central Intelligence Agency, Washington, D.C.
 Bartlett, Hazel, Catholic University of America
 Bates, Margaret M., Syracuse, N.Y., Public Library
 Bauer, Mrs. Edna Storr, San Bernardino Valley College
 Beale, Mary Moore, Columbia University
 Beckwith, Frances Lorene, U. S. Dept. of Agriculture, Milwaukee, Wis.
 Bejarano, Luis E., U. S. Merchant Marine Academy
 Benedict, Clara Louise, Rutgers University
 Berg, Lillian G., Portland, Ore., Art Museum
 Berger, Grace, Kansas City, Mo., Public Library
 Bibik, Frances Eleanor, New Hampshire State Library
 Blackwell, Mrs. Kathryn Dorothy, Macalester College
 Bloomfield, Willie K. Tyson, St. Petersburg, Fla., Public Library
 Bohlike, Mrs. Ada R., Altoona, Pa., Undergraduate Center
 Bonfiglio, Josephine M., New York Public Library
 Bonn, George S., Chicago, Ill.
 Bontemps, Arna, Fisk University
 Borden, Elizabeth C., University of Pennsylvania
 Boyles, Edythe Yvonne, University of Minnesota
 Bradford, Mrs. Anne Mayor, Northern Illinois State Teachers College
 Brockman, Wanda, Seattle Public Library
 Bronk, Isabelle, University of Pennsylvania
 Brothers, Ruth Annette, University of California at Los Angeles
 Brown, Ella A., Howard University
 Brown, Lee C., Pennsylvania Military College
 Bruno, Catherine A., Junior College of Commerce, New Haven, Conn.
 Burdette, Eleanor Mary, Catholic University of America
 Burke, Eleanor, University of California, Berkeley
 Burrage, Frances, Howard Payne College
- Cahill, Alice M., Fort Monmouth, N.J., Post Library
 Camos, Katharine Payne, Wesleyan College, Macon, Ga.
 Campbell, Flora Thornton, Rutgers University
 Carmichael, Margaret, Dunbarton College
 Carmichael, Nancy Lee, John Muir College
 Carrier, Esther Jane, Pennsylvania State College
 Casey, Virginia Lee, Northwestern University
 Casley, Georgia E. L., Madison, Wis., Free Library
 Chaires, Grace Strickland, Maryland State Teachers College, Salisbury
 Chambers, Elizabeth, University of Louisville
- Chance, Homer Roscoe, Ann Arbor Public Library
 Charles, Dorothy, H. W. Wilson Co., New York City
 Cheney, Edith, Temple University
 Chew, Mrs. Catharine T., Little Rock Public Library
 Christenson, Coral, Central National Bank of Cleveland
 Church, Isabelle J., Kansas City, Mo., Junior College
 Church, Mark L., Library of Congress
 Clark, Catherine, Middle Tennessee State College
 Clark, Elizabeth A., U. S. Merchant Marine Academy
 Clare, Sister Anna, College of St. Rose
 Close, Esther Vivian, New York State Institute of Agriculture
 Conbeer, Geraldine C., Pennsylvania State Teachers College, West Chester
 Cone, Gertrude E., New York State Teachers College, Plattsburgh
 Cooper, Mildred E., Garden City, Kan., Public Library
 Corbin, Ruth May, Louisiana State University
 Coughlin, John Patrick, Allegheny College
 Cowles, Josephine Marie, University of Wichita
 Crachi, Rocco, Tyndall Air Force Base, Panama City, Fla.
 Craig, Mary Brown, Indiana University
 Crenshaw, Frances Purla, University of Denver
 Cronce, Jean Betty, Princeton University
 Crouch, Evelyn Virginia, Southern Seminary and Junior College, Buena Vista, Va.
 Crowder, Dorothy Vernon, Berea College, Berea, Ky.
 Cuhel, Lois Mae, St. Paul, Minn.
 Cunkle, Elisabeth C., San Diego Public Library
 Currier, Richard S., Brookline, Mass.
 Cutler, LeVern William, Stanford Research Institute
 Cutter, Fae C., Oklahoma City, Okla.
- Daniel, Allen M., Howard University
 Danziger, Natalie, Queens College
 Dargan, Mary A., Brookhaven National Laboratory
 Darling, Louise, University of California at Los Angeles
 Davis, Florence Ruth, Pratt Institute
 Deal, Newton Harvey, Pennsylvania State Teachers College, Bloomsburg
 Devlin, Eleanor Ruth, University of Pennsylvania
 Dickison, Raymond R., University of Florida
 Dobbs, Vivian Lynn, Texas Technological College
 Dobson, Elinor Mae, Dickinson College
 Douglass, Phyllis Marie, University of New Hampshire
 Drain, Mrs. Leonead P., West Virginia State College
 Dugan, Jane Angela, Nichols Junior College
 Dunn, James Taylor, New York State Historical Association
- Earle, Virginia Build, University of Minnesota
 Eastwood, Margaret Jane, Western Reserve University
 Eaton, Orville, University of Kansas City, Mo.
 Eckert, Lillian, Syracuse University
 Eden, Margaret Elizabeth, Wheaton College Library, Mass.
 Edwards, Naomi L., University of Florida
 Egan, Alice M., St. Peter's College
 Ehler, Arnold D., Dallas Theological Seminary
 Engelkemeier, Arlene M., Lincoln, Neb., City Library
 English, Helen Dorothy, Ellsworth Center, Pittsburgh 13, Pa.
 Ernst, Hilda Bertha, Mission House College
 Estep, Barbara, Walter Hervey Junior College
 Estes, Opal Antoinette, Catholic University of America
 Eury, William L., Appalachian State Teachers College, Boone, N.C.

- Farley, Mrs. Mary M. Barksdale, Enoch Pratt Free Library
- Fawcett, Margaret Elizabeth, University of Colorado
- Fiashburn, Frances Janet, Park College Library
- Fisher, Marie E., U. S. Patent Office
- Fleet, Mary L., Industrial College of Armed Forces
- Floyd, Patrice Elizabeth, Coalinga, Calif.
- Ford, Harriette, Central Missouri State College
- Foster, Edith Marjorie, San Jose State College
- Foulk, Mrs. Marian Morris, E. I. du Pont de Nemours & Co., Wilmington, Del.
- Frarey, Carlyle James, City College of New York
- Funk, Phyllis L., Fairmont, W.Va., State College
- Futterer, Susan O., U. S. Office of Education
- Fybert, Carol Joyce., Minneapolis, Minn.
- Gaines, Abner J., New Jersey State Library
- Gatner, Elliott S. M., Long Island University
- Gibson, Isabel Edith, Houston 4, Tex.
- Gill, Odile C., Southeastern Louisiana College
- Gillespie, Kate Menzies, University of Western Ontario
- Gleichman, Dorothy C., Hagerstown, Md., Junior College
- Gould, Jane, University of Denver
- Gowans, Martha B., Wayne University
- Guernsey, Marjorie Elizabeth, University of South Carolina
- Hammond, Dorothy, State Teachers College, Glassboro, N.J.
- Hanke, Lewis Ulysses, Library of Congress
- Hansen, Alveda L., Phoenix Public Library
- Hansen, Helen M., North Dakota State Teachers College, Valley City
- Hansen, Irene M., Kansas State Teachers College, Emporia
- Hanchey, Mrs. Marguerite M., Louisiana State University
- Hard, Mrs. Eleanor Knight, Colorado A & M College
- Harness, Robert B., University of Illinois, Chicago Undergraduate Division
- Harris, C. Vivian, Marietta, Ga., High School
- Harris, Mrs. Emma C., Mobile Public Library
- Harris, Virgie, Davis and Elkins College
- Harry, Ruth, Washington University
- Harvey, Kathleen, Teachers College Library, Auckland, New Zealand
- Harwell, Richard Barksdale, Emory University
- Hassell, Harold, Providence, R.I.
- Hatzfeld, Mrs. Herta, Catholic University of America
- Haykin, David Judson, Library of Congress
- Haynes, Geraldine, San Diego State College
- Heil, Grant Wallace, Ventura Junior College
- Hennessee, Don A., University of Southern California
- Hepburn, Dollie Booth, Columbia University
- Hepinstall, Frances G., New York State College for Teachers, Buffalo
- Hersey, Rowene Elizabeth, Connecticut College
- Hertel, Robert R., New York State Teachers College, Cortland
- Hespen, Hugo, Library of Congress
- Hetzner, Bernice M., University of Nebraska College of Medicine
- Hilbers, Ida C., Oregon State College, Corvallis
- Hill, Mrs. Eunice R. Jones, Prairie View A & M College
- Hill, Lawrence A., Howard University
- Hitchcock, Ruth, Harvard University
- Hoak, Maxine R., Oakland, Calif., Public Library
- Hoffman, Ellen Agnes, U. S. Dept. of Agriculture, Madison, Wis.
- Holcombe, Alice Katharine, Taylor University
- Hoover, Mildred E., Grosvenor Library
- Hopper, Hazel W., Indiana State Library
- Horn, Rose Lou, Ottawa University, Ottawa, Kan.
- Horton, Kathleen, Virginia Polytechnic Institute
- Howard, Esther Margaret, University of South Dakota
- Hruska, Emily M., Upjohn Pharmaceutical Library, Kalamazoo, Mich.
- Hudson, Julie, Princeton University
- Huggins, Minnie Morris, University of North Carolina
- Hugos, M. Evonne, Virginia State Library
- Hummel, Ray O., Jr., University of Minnesota
- Humphrey, Mary Brown, State University of Iowa
- Hutchison, V. Vern, Bureau of Mines, Bartlesville, Okla.
- Iden, Carroll S., Washington, D.C., Public Library
- Imelda, Sister M. Clare, St. Joseph's College
- Irwin, Mrs. Gertrude Nash, Wayne University
- Ivins, Elizabeth H., Trenton Free Public Library
- Jaadan, Ruth M., University of Washington
- Jackson, Helen M., Columbia University
- Jackson, Marie H., Oregon State College, Corvallis
- Jacowitz, Sophia Ruth, New York State Institute of Applied Arts & Sciences
- Jamieson, Sally Brewster, George Washington University
- Johnson, Elizabeth Anne, Library Association of Portland, Ore.
- Johnson, Kordillia Christeen, Augustana College
- Johnson, Wanda M., U. S. Dept. of Commerce
- Johnston, Laura L., Royal Oak, Mich., Public Library
- Jones, Elizabeth K., Milwaukee, Wis., State Teachers College
- Jones, Mrs. Marjorie B., Enoch Pratt Free Library
- Jones, Sarah Ann, National Bureau of Standards
- Jordahl, Anna J., Concordia College
- Jordan, Barbara A., Pennsylvania College for Women, Pittsburgh
- Kaiser, Mary Cooper, Seton Hall College
- Kauffman, Bernice, Lincoln, Neb., City Library
- Kaufmann, Helen S., Pan American Union
- Kearney, Kathleen Ann, New York Public Library
- Keefe, Margaret J., Kalamazoo Public Library
- Keltner, Mrs. Dorothy M., Iowa State College
- Kientzle, Frances A., Chicago, Ill.
- Kivi, Elsie K., Moorhead, Minn., State Teachers College
- Kliwer, Mary, Tabor College
- Kniffen, Florence Elizabeth, Wilmington Institute Free Library
- Knowles, F. Olivia, George Peabody College for Teachers
- Kristoffersen, Ruth M., Iowa State College
- Kuch, Mildred C., Army Medical Library, Washington, D.C.
- Lacy, Dan, Library of Congress
- Lamon, Sara Louise, Wesleyan College, Macon, Ga.
- Landers, Mrs. Margaret Moser, Louisiana State University
- Lane, Bernard B., Monsanto Chemical Co., Western Division, Seattle, Wash.
- Large, Sarah E., New York Public Library
- Lauman, Frances W., Cornell University
- Leach, Henry Goddard, William Henry Schofield Library, New York City
- Lederer, Lenore Charlotte, West Virginia University
- Lemon, Gertrude, Kansas State Teachers College, Emporia
- Leonard, May Beach, Morristown, N.J., Library
- Leonard, A. Orin, Alabama Polytechnic Institute
- Leonard, William P., New York State Library
- Leslie, Phillip, Brown University
- Lewin, Birdie M., Austin College
- Libby, Edith Margaret, Smith College
- Librecht, Richard, Library of Congress
- Liddell, Ann B., Louisiana State University
- Ligon, Arvy Freed, Pennsylvania State Teachers College, Clarion
- Linder, Mrs. Lorene M., University of Chicago
- Logan, Mrs. Ida M., Utah State Agric. College
- Lokke, Margaret Jean, University of Illinois
- Long, A. Katharine, Western Union Telegraph Co., New York City
- Long, Frank Raymond, Engineering Society Library, New York City
- Lopez, Maria R., Facultad Nal. de Minas, Medellin, Colombia
- Lundborg, Elsie M., Pacific University
- Lynn, Clara Nell, Florida State University, Tallahassee
- McAfee, Ruth Peck, Lewis and Clark College
- McCarthy, Mrs. Imogene, Wilson Teachers College
- McCluer, Margaret, Medical College of Virginia
- MacCurdy, Helen Christine, Pacific University
- McCurry, Maude, University of New Hampshire
- McCusker, Lauretta G., Iowa State Teachers College, Cedar Falls
- McDermott, Francis X., Cathedral College
- McDonald, Marguerita, Montana State College
- McDonough, Catherine Agnes, University of Scranton
- McFarland, Helen M., Kansas State Historical Society Library
- Mackay, Dorothy M. E., Dalhousie University
- Mackey, Mrs. Leila, Trevecca College

Maddox, Georgia E., Louisiana College, Pineville
 Maddox, Mrs. Virginia S., University of Kansas
 Martin, Lydia Jane, Cleveland Public Library
 Mauseth, Viola L., A.L.A. International Relations Office
 Max, George D., New York Public Library
 Maxfield, Lillian, Campbell College
 Mayer, Gretel, Yale University
 Menefee, Betty Jane, Cincinnati Public Library
 Mercier, Hazel B., U. S. Dept. of Agriculture
 Mershon, Georgia Anne, University of Nevada
 Meyer, Betty Jane, Ohio State University
 Middleswart, Lillian Ellen, De Paul University
 Miller, Blanche, University of Arkansas
 Mitchell, Janice R., Wilson College
 Motley, Pearl C., Ferrum, Va., Junior College
 Mowery, Bob Lee, Dickinson College
 Mozley, Dorothy, Mutual Life Insurance Co., Springfield, Mass.
 Muse, Frances McDowell, Emory University

Naile, Virginia Fitz, City College of New York
 Newlin, Lyman W., Minnesota Book Store, Minneapolis
 Nielsen, Roy Jas. M., California State Division of Mines, San Francisco
 Noble, Leila Ackerman, Kent State University, Ohio
 Nollman, Gladys E., University of Minnesota
 Noon, Paul A. T., Jacksonville, Fla., Free Public Library
 Norton, Margaret C., Illinois State Library
 Norwood, Lillian, Texas Wesleyan College

O'Donnell, Kathleen, Catholic University of America
 Olney, (Cora) Dorothy, College of Marin
 Orfanos, Minnie Anne, Northwestern University Dental School
 Orr, Jean, Cincinnati Public Library

Pack, Cecelia, Wayne University
 Parker, Wixie E., Duke University
 Patten, Mrs. Sarah C., Louisburg College
 Patterson, Donald G., Library of Congress
 Paxton, Evelyn, U. S. Dept. of Commerce
 Payne, Lena C., Holton-Arms School and Junior College
 Peairs, Mary A., Northwestern State College, Natchitoches, La.
 Pearson, Ina (Stout), Idaho State College, Pocatello
 Peiss, Reuben, Department of State
 Perkins, M. Elizabeth, Brown University
 Peterson, Breta B., University of Chicago
 Phelps, Geraldine, University of Chicago
 Pickard, Annie A., University of North Carolina
 Pope, Mrs. Mary Frances, University of Kentucky
 Prince, Mrs. Huberta A., The Army Library
 Proffitt, L. Grace, Vassar College
 Putnam, Mrs. Harriet G., State College of Washington, Pullman
 Putney, Eleanor M., Library of Congress

Randall, Augustus C., Wilberforce, Ohio, Carnegie Library
 Raymond, Kenneth L., Fenn College
 Redheffer, Adeline, Florida State University, Tallahassee
 Reed, Sarah Rebecca, University of Chicago
 Reid, Estell Maud, Wayne University
 Reynolds, Catharine Jane, Allegheny College
 Robinson, Elizabeth, Mississippi State College, State College
 Roehrenbeck, William Joseph, Fordham University
 Roof, Geraldine, DuPont Technical Library, Wilmington, Del.
 Rothman, Fred B., Fred B. Rothman & Co., New York City
 Roudebush, Mrs. Ralph C., Goodwyn Institute Library
 Roush, Myrtle, Arkansas Polytechnic College
 Rowzee, Mrs. Gertrude, Hinds Junior College
 Rukavina, Katherine M., University Farm, St. Paul, Minn.
 Russell, Milton C., Virginia State Library

Sadler, Floy H., Albertson Public Library, Orlando, Fla.
 St. Angela, Sister M., St. Joseph's College for Women
 Salmonsens, Ella M., John Crerar Library, Chicago
 Sammon, Margaret, East Carolina Teachers College
 Sauer, Carl A., U. S. Department of State
 Schlinkert, Ray W. J., Library of Congress
 Schoettle, Emily J., Fisk University

Schulman, Sol S., Newspaper PM, New York City
 Schut, Grace W., St. Peter's College
 Sealander, Ruth B., University of Minnesota
 Seawell, Mary Robert, Woman's College, University of North Carolina
 Selland, Mrs. Cynthia, North Dakota Agriculture College
 Sellman, Amy C., Baltimore City College
 Sexton, Meta Maria, University of Illinois
 Shade, Mrs. Camille S., Southern University, Baton Rouge, La.
 Shaw, I. Bradford, Cornell University
 Sheffield, Margaret Louise, Enoch Pratt Free Library
 Sheffield, Duncan R. B., City College of New York
 Sherrill, Mrs. Josephine P., Livingstone College
 Shirafuji, Sumiko, Brooklyn College
 Shue, Violet E., University of California, Santa Barbara

Sillen, Robert Wesley, Andover Newton Theological Library
 Simmons, Mildred, Lexington, Kentucky
 Simon, Fannie, McCall Corp., New York City
 Simpson, Davis Miller, University of South Carolina
 Sittler, Catharine Diener, Muhlenberg Library, Allentown, Pa.

Skinner, Julia O'Dell, University of South Carolina
 Skrobak, Clement S., City College of San Francisco
 Smallwood, Mrs. Nell Wright, U. S. Dept. of Agriculture
 Smith, Annabel L., Kansas State College, Manhattan
 Smith, Anne Marie, Utah State Agricultural College
 Smith, George Eugene, Library of Congress
 Smith, John E., University of California at Los Angeles
 Smith, Lester W., National Archives Library
 Smith, Marie H., Brooklyn College
 Smith, Mary-Janeth, Bergen Junior College
 Smith, Miriam Sprague, Massachusetts Institute of Technology

Smith, Roberta Kathleen, University of Connecticut
 Snively, Mary Stauffer, Moravian College
 Snider, Phyllis Mai, New York City
 Sonje, Alice H., St. Genevieve of the Pines Junior College
 Spalding, Mary Louisa, University of Minnesota
 Spencer, Lee Bowen, Oklahoma Baptist University
 Spencer, Marjory C., Army Medical Library
 Staniland, Mrs. Julia L., Hall Laboratories, Pittsburgh, Pa.

Stanley, Caroline H., U. S. Marine Corps Air Station Library, El Toro, Santa Ana, Calif.
 Starr, Frances Margaret, Racine Public Library
 Stein, Elizabeth A., Bailey Meter Co., Cleveland, Ohio
 Stern, William B., Los Angeles County, Calif., Law Library
 Stevens, Dorothy E., U. S. Geological Survey
 Stone, Mrs. Mary Canada, Duke University
 Streun, Eleanor D., New York State College for Teachers, Albany
 Summar, Mrs. Emma Waters, Union University, Jackson, Tenn.
 Summerell, Bessie Howard, Converse College
 Sunde, Myron D., Western Educational Supervisor, Encyclopaedia Britannica, Inc., Los Angeles
 Swan, Arthur E., General Beadle State Teachers College, Madison, S.D.

Swanson, Nellie R., North Dakota State Teachers College, Minot
 Sweet, Mary Belle, University of Idaho
 Swenson, Lillian J., New Mexico College of Agriculture
 Swindle, Mrs. Mary, North Texas State College, Denton
 Symons, Dorothy Nellie, University of Kansas City, Mo.

Tallman, Ella, Cleveland Museum of Art
 Tarver, Elizabeth, West Virginia University
 Taylor, Willie Lee, Denton, Texas
 Thibodeaux, Dora Mae, McNeese Junior College
 Thorne, Julia Earll, Temple University
 Thurlow, Martha, University of Texas
 Todd, Jean Aston, Denver Public Library
 Tolman, Mason, George Washington University
 Torrance, Mary, Southern Literary Service, Decatur, Ga.
 Trimmell, Thresa Marie (Somerville), Friends University
 Troutt, Virginia Kilgore, University of California, Berkeley

Tunison, Fay, Long Beach City College
 Tureman, Paulyne Robb, Army Medical Library
 Turnbull, Florence W., Engineering Library, Great Neck, N.Y.

Uhlendorf, Bernhard A., Edwards Brothers, Inc., Ann Arbor, Mich.
 Urban, Anna Mary, University of Maryland

Vail, Robert W. G., New York Historical Society
 VanCamp, Mrs. Eliza, Sam Houston State Teachers College, Huntsville, Tex.
 Van Sciver, Ruth Leah, Asbury College
 Vaughan, Catherine O., Kentucky State College, Frankfort

Velazquez, Gonzalo, University of Puerto Rico
 Veronica, Sister Saint, Notre Dame College, Staten Island, N.Y.

Vogt, Irene L., Dearborn Junior College
 Vormelker, Rose L., Cleveland Public Library

Waite, Wilma W., University of California, Berkeley
 Waldron, Mrs. Esther C., Los Angeles City College
 Walker, Marella, Emory University
 Walkley, Raymond L., Tufts College
 Walsh, Alice H., Skidmore College
 Walsh, Dorothy Mae, Temple University
 Walsh, Rev. William R., Fordham University
 Ward, Minnie Marsden, Western Maryland College
 Warner, Lelia Clare, University of Southern California
 Watson, Willard B., University of Arizona
 Webber, Ruth Gardner, Biggs Air Force Library, El Paso, Tex.
 Weber, David Carter, Harvard College

Weber, Esther, Hesston College
 Weber, Kathryn Eileen, University of Toronto
 Werner, Edward C., New Mexico State Teachers College, Silver City
 Whetsell, Mrs. Edna R., Indiana State Library
 White, Kate, University of Maryland
 Whitney, Edwinia, University of Connecticut
 Whitworth, Hazel M., Dumbarton Oaks, Washington, D.C.

Wikre, Bertha J., Illinois State Library
 Williams, Dorothy G., New York Public Library
 Williams, Ollie Mae, Asbury Theological Seminary
 Willits, Helen Abbott, San Francisco, Calif.
 Winston, Mary Lee, Virginia Polytechnic Institute
 Wolanin, Alphonse S., P.R.C.U. Archives and Museum, Chicago

Wolff, Emily Ann, Brooklyn College
 Wood, Shirley N., Columbia Bible College, S.C.
 Woodward, Mrs. Marie-Louise, Temple University
 Woods, Irma Mary, Iowa State Law Library
 Woodward, Mary Ellen, Carleton College
 Wright, Louis Booker, Folger Shakespeare Library, Washington, D.C.

Yeckel, Kathryn L., Syracuse University
 Yenish, Joseph, Philadelphia, Pa.
 Youngs, Willard Oliver, Seattle Public Library

Zeil, Elizabeth Theresa, White Plains, N.Y., Public Library
 Ziebell, Myrtle E., Pratt, Kan., Junior College
 Zwemer, Susanna P., Union Junior College, Cranford, N.J.

Personnel

(Continued from page 80)

Yeshiva University, New York City.

Mary A. Sylvester has been appointed librarian of Elizabethtown College, Elizabethtown, Pa.

Charles Morgan is now head of the order department of the University of Miami.

Mabel Bartlett, formerly head cataloger of the Osterhout Free Library, Wilkes-Barre Pa., resigned to become head of technical processes at Long Island University, Brooklyn.

Foster E. Mohrhardt, associate in library service for the past year at the School of Library Service, Columbia University, went to Washington, D.C., as assistant director of the Library Service Division of the Veterans Administration.

Ruth Hammond, librarian of the Wichita, (Kan.) Public Library, has joined the faculty of Oklahoma A. and M. College as assistant professor of library science.

Eugene Holtman, head of the loan department of the Oklahoma A. and M. College Library, is now librarian of Birmingham-Southern College.

Margaret Gleason, formerly reference librarian at Beloit College, Beloit, Wis., is now chief reference librarian of the Wisconsin Historical Society at Madison. Louise Smith, formerly cataloger and assistant to the librarian of the Beloit College Library, is now the acting director of libraries.

Joseph S. Jackson, formerly librarian of Carroll College, Waukesha, Wis., is now a member of the history department. Bergliot Stephenson is now acting librarian.

Joe Walker Kraus, librarian and professor of library science at Westminster College, Fulton, Mo., has been appointed assistant librarian of the Howard-Tilton Memorial Library at Tulane University.

Gladys Cavanagh, school library adviser in the Madison, Wisconsin, Public Library, has accepted a position as instructor of library science in the University of Wisconsin Library School.

Margaret Lee, former librarian of the School of Library Service, Columbia University, is the librarian of the Jersey City (N.J.) Teachers College.

News from the Field

General Two new developments in the field of communications were announced in the newspaper press on Oct. 22-23, 1948. The first was the demonstration of the "Ultrafax" at the Library of Congress, whereby in two minutes and twenty-one seconds, the text of *Gone with the Wind*—475,000 words on 1047 pages—was flashed page by page across the city of Washington by television and reproduced by high-speed photographic methods before an audience of several hundred persons.

The second was a revolutionary process of inkless printing, known as "Xerography," and invented by Chester F. Carlson. Using only dry powders, and no wet chemicals or ink in the process, this addition to the graphic arts reproduces pictures and text at a speed of 1200 feet a minute, on any kind of surface, within forty-five seconds after exposure of the photographed subject. It is reported that Mr. Carlson discovered the method while trying to find an inexpensive way to print his own manuscripts.

Librarians throughout the country who have cooperated with the American Book Center for War Devastated Libraries, Inc., and who have made possible that organization's shipment of a million and a quarter volumes to libraries overseas, may be interested to know of the establishment of the successor to the center, the United States Book Exchange, Inc.

In addition to ten member associations of the Council of National Library Associations, the corporation also includes members from the American Council of Learned Societies, the American Council on Education, the National Research Council, the Social Science Research Council, the Library of Congress, and the Smithsonian Institution. The operations of the U.S.B.E. began September 1 under the directorship of Alice D. Ball, acting executive director of the A.B.C. from December 1947 to September 1948.

Under the operations of the new agency, any library in the United States may join, send in duplicates or institutional publications for credit, and receive foreign and domestic materials on exchange. U.S. libraries will

be charged a nominal handling fee for each piece received by them. Shipments will be made to participating libraries either by subject allocation or in answer to their specific requests, made by the checking of U.S.B.E. lists of holdings. A revolving priority plan will assure an equal opportunity for acquisitions to all libraries.

Participating libraries will be able to use the information amassed by U.S.B.E. as an aid in locating materials and in re-establishing and strengthening their own direct inter-library exchanges. U.S.B.E. will cooperate with UNESCO and other national book centers. The agency has received the promise of full-scale cooperation from many libraries abroad.

The American Standards Association, Inc. announced in the August issue of *Industrial Standardization* that it had adopted the practice followed by many of the foreign standardizing bodies and would classify American standards in accordance with the Universal Decimal Classification System. By using this classification, American standards can be more easily incorporated into libraries and identified as part of the technical literature in all parts of the world. The U.D.C. numbers are in Arabic and can be read without difficulty regardless of the language of the country. These Arabic numbers will appear on the front cover of all standards approved by the American Standards Association, Inc. and distributed through its office.

Departing from a long-standing policy of naming campus buildings after deceased individuals only, the University of Kentucky has designated its modernistic library building as the "Margaret King Library" in honor of the current librarian. Miss King, who will soon assume a change of work in accordance with university policy on length of service and age, has been head of the library at Kentucky since 1909. During her tenure she has developed the collection from one that could be housed in a single room to a library that now contains more than 400,000 volumes.

Music librarianship was the subject of an institute at the University of California School of Librarianship October 29 and 30.

Talks and round-table discussions covered the selection, acquisition and cataloging of music and records, as well as specialized services to students and to amateur musicians in the community.

Acquisitions, Gifts, Collections

Dr. Stephen A. McCarthy, director of the Cornell University Library, has announced the receipt of a \$50,000 endowment to be known as the "Mr. and Mrs. William F. E. Gurley Book Fund." The gift was made by Mrs. Gurley, of Chicago, in memory of her husband, a member of the class of 1875 at Cornell. Income from the fund will be used for the purchase of research volumes and material of a permanent nature.

The library of the New York State School of Industrial and Labor Relations at Cornell has acquired the I. M. Rubinow collection of books, periodicals, pamphlets, and correspondence relating to social security. Mr. Gormley Miller, librarian, states that the collection contains nearly four hundred books in addition to many pamphlets, special reports, and letters on old-age security, unemployment insurance and health benefits. Mr. Rubinow was one of the pioneers in the social security field. The library has also acquired a microfilm record of collective bargaining agreements in the files of the Bureau of Labor Statistics for the years 1941-45. Two hundred and fifty film rolls containing 25,000 collective agreements have in this way been made available to all management, labor, or public agencies interested in information concerning labor contracts. The school is also in process of obtaining complete microfilm records of all New York contracts from 1945 until the present time.

During the summer the Library of Congress received a unique manuscript of the Thirteenth Amendment from Mr. Arthur A. Houghton, Jr. The amendment, which became effective on December 18, 1865, declared that "neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist with the United States, or any place subject to their jurisdiction." Mr. Houghton, a well-known industrialist and collector of rare books, served the Library of Congress as curator of its rare books collection in 1940-42 and at present is its Fellow

in English bibliography.

This is not the official copy of the amendment, which is kept in the National Archives. The Library of Congress manuscript was evidently prepared as a worthy memorial of a great occasion—the passage of the amendment by the House of Representatives on January 31, 1865. It is signed not only by the four authenticating officers of the Thirty-eighth Congress—Hannibal Hamlin, vice president; J. W. Forney, secretary of the Senate; Schuyler Colfax, Speaker; and Edward McPherson, clerk of the House—but also by Abraham Lincoln, and by everyone of the thirty-eight senators and one hundred and nineteen representatives who voted for the passage of the amendment.

The library's copy is engrossed on a large sheet of vellum (21" x 15½"). It is not yet known who undertook to bring this copy into being, but the result is a brilliant show-piece and a memorial of one of the great steps forward in human freedom.

More than a year ago the Deering Library at Northwestern University received a gift of nine hundred volumes by and about Samuel Johnson and James Boswell, together with some sixteen hundred volumes in other fields. The gift came as a bequest from the late Elmer A. Smith. The checking and cataloging of this collection has now been completed. Among the many important items are Johnson's first printed composition which appeared in Husband's *A Miscellany of Poems by Several Hands*, Oxford, 1731; the *Private Papers of James Boswell from Malahide Castle*; the *Plan of a Dictionary of the English Language . . . 1747*; and the first three folio editions of the *Dictionary*, 1755, 1755-56, and 1765. An associated item of rare interest is *The Principal Corrections and Additions to Mr. Boswell's Life of Dr. Johnson*, London, 1793. This copy of the extremely scarce first edition, bound in full polished calf by Riviere, is from Murdock's collection and bears his handsome bookplate.

Mr. David Maxfield, librarian of the University of Illinois Library, Chicago Undergraduate Division, Navy Pier, announces an enlargement in staff and a rapid increase in the library's collection. Opened in January 1947, the Navy Pier library now contains over twenty thousand volumes and boasts a reading room capable of seating eight hundred students.

Nearly six hundred sources of *Publications* 16 mm films for teachers and school administrators are listed in a 28-page directory issued by the Office of Education, Federal Security Agency.

The listing of film libraries is based on answers to inquiries sent to film libraries, visual education dealers, and other film distributors of 16 mm films. Each distributor listed has indicated (1) that he loans or rents films, (2) that he wishes to be listed, and (3) special restrictions or limitations on his distribution of films.

Copies of the directory, entitled *A Partial List of 16 mm Film Libraries*, are available without cost from the Visual Aids Section of the Office of Education, Federal Security Agency, Washington 25, D.C.

Dr. Willard O. Mishoff, specialist for college and research libraries, Office of Education, is the author of "Professional Education for Librarianship: Trends and Problems," in the September 15 issue of *Higher Education*.

Latin American librarians have been concerned with the systematic organization of materials in libraries. Three publications which have been recently issued are *Nomes Brasileiros: um Problema na Catalogacao*, by Maria Luisa Monteiro, School of Library Economy, São Paulo; *Encabezamientos de Entes Colectivos*, by J. Frédéric Finó, Museo Social Argentino; and *Compilacion de Encabezamientos de Materia para Catalogos—Dictionarios*, by Gonzalo Velazquez, associate librarian, University of Puerto Rico.

M. M. Chambers is the author of the third edition of *Youth Serving Organizations, National Nongovernmental Associations*. This publication is issued by the American Council on Education, Washington, D.C. The membership, purpose, activities, publications, staff, and financial support of each organization are given.

Bradley University, Peoria, Ill., has issued an interesting illustrated booklet of the proposed library building for the institution. Dr. Robert H. Muller, librarian, is chairman of the faculty building committee. Ground was broken for the new building on October 8, 1948.

A revised edition of *Students' Guide to the Use of the Western Michigan College Library*, by Lawrence S. Thompson, former librarian, has been issued.

In the 1947 report of *Biological Abstracts*, John E. Flynn, editor-in-chief, writes: "A steady expansion of the coverage of biological literature in *Biological Abstracts* characterized its activity during the year 1947. By the close of the year, 2,500 journals were being abstracted, as compared with 1,930 in December 1946." Collaborators increased from three thousand to nearly five thousand.

The Canadian Library Association has issued *Newspaper Microfilming Project; Catalogue Microfilms de Journaux, 1948*. It is the hope of the association that this catalog will provide information about Canadian newspapers of historic interest, and their availability on microfilm. Supplements to the catalog will be issued annually. Orders for microfilm should be addressed to the association's office, Room 46, 46 Elgin Street, Ottawa, Canada. Additional catalogs may be purchased for fifty cents each.

The United Nations Honor Flag Committee has published the *World Flag Encyclopedia*. Featured in the work is the subject of United Nations flag and symbol development. Copies of the work may be procured from the committee, 703 Albee Building, Washington 5, D.C. at one dollar each.

Teachers college librarians will be interested in *Audio-Visual Techniques*, by Anna Curtis Chandler and Irene F. Cypher (New York: Noble and Noble, 1948). An important feature is the "where to find it" section listing sources of information and materials.

The American Council on Education has issued *Chinese Ideas in the West*, by Derk Bodde. This publication is number three in the *Asiatic Studies in American Education* series.

Editor Willis Kerr in the Aug. 31, 1948 issue of *Cooperative Notes*, issued by the Libraries of the Associated Colleges at Claremont, Calif., calls attention to the following aids which may be useful in acquiring Russian books: American Council on Education, *Five Hundred Russian Books for College Libraries*, new ed., 38p., 1948, ed. by Sergius Yakobson (25¢); Library of Congress, *Monthly List of Russian Accessions* (v. 1, no. 1, April 1948), Subs. \$2.00 per year (order from Card Division of Library of Congress); *Knizhnaia Letopis* (standard current bibliography of Russian books pub-

lished in the USSR), now available: 1946 issues, 13 nos., \$5.00 (1947 and 1948, 13 nos. each, in press, at same price), order from Russian Reprint Program, American Council of Learned Societies, 1219 16th St., N.W., Washington 6, D.C.; also from this source, *List of Slavic Materials Available in Microfilm through the Russian Reprint Program*, (in five sections, mimeographed).

Prentice-Hall is the publisher of *The Research Paper*, 64-page monograph by Lucyle Hook and Mary Virginia Gaver. This publication provides detailed information on gathering library material and organizing and preparing a manuscript. The authors, an assistant professor of English at Barnard and the librarian of State Teachers College, Trenton, N.J., respectively, have done a useful job in correlating library usage with work in the classroom from the point of view of term-paper writing. Students using this manual should normally make better use of the library as well as write better papers.

E. H. McClelland, of the Carnegie Library of Pittsburgh, is the author of "Reviewing of Technical Books—The Minimum Requirements," in the *Journal of Chemical Education*, vol. 25, p. 380-82, July 1948.

Reference librarians who are interested in the development of language will find that Donald W. Lee's *Functional Change in Early English* (Menasha, Wis.: Banta, 1948) contains the dates of the introduction into English of many words of non-English origin.

The report of the Chicago (1947) meeting of the Cooperative Committee on Library Building Plans has been available since August. Copies at \$2.00 may be obtained from Louis Kaplan, secretary, Library of the University of Wisconsin, Madison. The report includes floor plans.

Washburn Municipal University Library, Topeka, Kansas, is attempting to increase student and faculty interest in the library through various forms of publicity. A newsletter for faculty members, entitled *The Angle*, was distributed at the first yearly faculty meeting in September. The purpose of *The Angle* is to publicize the library's activities and resources, to introduce new members of the staff, and to explain library policies.

The Harvard Library Bulletin (Autumn,

1948) has an article by Keyes D. Metcalf on "The Farmington Plan." Frank N. Jones also contributes an article on "The Libraries of the Harvard Houses," and Laurence Kipp has prepared a brief statement on "Micro-filming Foreign Newspapers."

The Philosophical Library has published an *Encyclopedia of Vocational Guidance* (2 vols., \$18.00), edited by Oscar J. Kaplan. Articles are contributed by a group of specialists in many fields. Anita M. Hostetter, of the American Library Association, has prepared a statement regarding "Librarianship," and John R. Yale has written on the occupational library.

All sections of the United States are represented by the twenty-four high school and preparatory school student leaders who began their studies as National Scholars at Columbia College in September as members of the Class of 1952. They come from seventeen states, Hawaii and Canada. Winners of four-year scholarships valued at from \$600 to \$1200 annually, these outstanding students constitute the first group of national scholarship holders to come to the college under an expanded scholarship plan.

Placed in operation after a year of extensive preparation, the program will eventually bring a total of one hundred and twenty highly qualified students to Columbia College to study under a four-year scholarship plan. When that number has been reached, at a cost to the college of more than \$100,000 a year for this particular scholarship program, thirty national scholars will thereafter be named annually for admission to the freshman class.

To enable outstanding graduate students to study abroad during the coming academic year, Rotary International, world-wide service club organization, awarded thirty-eight Rotary fellowships to young men in Argentina, Australia, Canada, China, Denmark, England, Honduras, Italy, New Zealand, Northern Ireland, The Philippines, and the U.S.A. Grants for these fellowships ranged from \$2000 to \$4000 and were made from a special \$450,000 fund established by Rotary International for the promotion of international understanding and world peace.

Review Articles

Armed Services College Training Programs

Wartime College Training Programs of the Armed Services. By Henry C. Herge and others, Washington, American Council on Education, 1948, 214p. \$3.00.

It is probably only a corollary of the passage of time that the fire and enthusiasm for the wartime work of our colleges and universities, which in 1945 stimulated the formation of the Commission on Implications of Armed Services Educational Programs, should result in a report which is little more than a documentary history and a restatement of the implications made at random and without research by prominent educators two years and more ago. The history is, of course, all to the good. It will be useful to have so coherent and connected a summary of the official documents from which the program necessarily sprang. Even through the hope that the occasion will never again occur, it is comforting to know that an outline and a blueprint are available without frantic research among dusty official documents.

The first chapter, appropriately titled "How Higher Education Went to War," mentions the abortive experience in this field during World War I, and proceeds to give a detailed summary of the many meetings and conferences that preceded the activation of the first Army Training Unit on Mar. 29, 1943. By the time the war ended, it was found that a total of six hundred and sixty-three institutions had been cleared for use by the Army, the Navy, and the Air Corps, in relatively equal numbers for each. Chapters follow on the similarities and differences of Army and Navy programs; a detailed description of the Army Specialized Training Program; the training programs of the Army Air Corps and the Navy college training programs. All are replete with statistics, documentation and extensive quotation from official documents.

Much of the first chapter is clear, forthright and understandable—even though somewhat dull. It is when the reader wades through the ensuing chapters on outcomes and implications that he becomes confused

among quick generalizations, questions that imply their own answers, and statements that could have been—and were—made in 1945 without benefit of the research which has gone into this volume. There is throughout this whole section an urgent undertone of feeling that so large and important a wartime college training program must, simply must, have some implications for peacetime education. Many of the implications so sought and so found can be found as well in the literature of higher education published years before the war. We did not, for example, need the wartime college training programs to tell us that students who possess exceptional and specialized talent will, in many cases, need to be subsidized if they are to go to school at all. We did not need this study to tell us that such a program and scholarships for the talented but needy will have to be financed by the Federal Government, if at all; nor is the idea of federal aid to higher education a brainchild of our wartime college experience.

A section entitled "Emergent Problems" presents a list of seven pertinent questions concerning government educational policy. The answers are neither given nor suggested. It seems unfortunate that concrete reliable data could not have been marshaled to assist the proponent of a broad liberal educational policy in making the necessary political appeal that might spell success.

Certain aspects of the wartime college training programs are singled out for special analysis and attention. One of these is acceleration. Made necessary by the war, it is here advanced as being a good thing in itself. While it is true that many educational programs, particularly in professional fields, are so extended that they interfere with normal social and family living, the solution to the problem is not one of contracting the educational program, but rather one of making possible a more normal life during the years necessary for adequate preparation. All of the evidence presented in favor of acceleration is gathered from limited experiments with small groups of exceptional people,

without benefit of control groups of more normal individuals who need time to think and to argue in order to properly assimilate the many and varied ideas presented to them in the course of a normal college program.

A section is devoted to the integration of areas of knowledge. Two programs are described. One of them is a course on foundations of national power given as a portion of the Navy V-12 program, first at Princeton University, and later at a number of other institutions. The course was undoubtedly an important one and certainly was needed by the future naval officers enrolled in the V-12 program, but the implication that an integrated course in international relations could not or would not have been developed under other than Navy auspices, is more than a little far-fetched. Collaboration among scholars in different disciplines in the teaching of integrated courses was already a fact to many progressive institutions long before the war.

The other example of the integration of areas of knowledge is the so-called C course given to pre-meteorology students at seventeen different institutions. The course included work in mathematics, physics, history, geography, and English. The course was developed in conference by instructors from all of the institutions. Examinations were held independently and objectively by examining boards not composed of the men who taught the courses. Thus a large number of students in seventeen institutions were studying a common required curriculum and taking a common examination not prepared by their instructors. Such cooperation in teaching and examination was found in general to be satisfactory but the observation is made in summary that (1) a common required curriculum can be taught well by a number of faculty only if the faculty believe in it, and (2) a common standard examination always invites instructors to coach their pupils rather

than to teach the subject. Whether or not these two disadvantages outweigh the benefit to faculty, institutions, and armed services is not stated, nor is evidence presented to substantiate one viewpoint or the other.

The volume ends with a chapter having the intriguing title "The Effects of Wartime Research upon Institutions of Higher Learning," but the chapter does not bring out the promise suggested in the title. It begins with an excellent historical statement, complete with documentation, of the various research programs instigated and fostered by various government agencies during the war. This is interesting and important as a matter of record, but nothing of significance is said concerning the effect of wartime research on the institutions in which the research was conducted. The investigation of this highly important and controversial subject was based on a fairly general questionnaire sent to twenty-nine institutions. The reporting here is in the form of fairly random comments from those institutions, all of them personal and subjective in nature, presented without any attempt at organization. The result is a welter of confused personal and unidentified opinion. Tabulations of these random replies would probably result in an equal number of comments for and against wartime research, providing precisely no evidence on its over-all effect upon institutions the country over.

The book, I repeat, had to be written. Too much time, overtime, effort, and more effort was expended by thousands of teachers and administrators in the wartime job of educating young men to do special and important jobs in the armed services to allow these efforts to go unrecorded, and without some attempt at evaluation. The recording has been done. The evaluation is still wanting.—*LeRoy Charles Merritt, School of Librarianship, University of California, Berkeley.*

Bosworth of Oberlin

The Biography of a Mind: Bosworth of Oberlin. By Ernest Pye. Chicago, Lakeside Press, 1948. 2v. \$8.00. Order to Otis C. McKee, Oberlin, O.

This treatment of the career of a notable American religious thinker contains notes

which merit attention from men and women concerned with the discovery and dissemination of knowledge. They follow from the effort, which was prominent with Edward Increase Bosworth, to invoke facts and to reckon with reality in the interpretation of

things spiritual.

Two chapters entitled "The Scientific Spirit in Religious Experience" deal with this endeavor, which stood for confidence in the potential unity of "intellectual integrity and vital religion." They portray the conflicts of which Bosworth was conscious as he surveyed the Christian thought of his time; the essence of the scientific spirit as it impressed him in relation to religious matters; the principles he emphasized in making the approach to religion both reverent and rational.

Bosworth aimed at full acceptance of the scientific method, but with affirmation that much of the truth to be dealt with, even in the physical world, is not objectively demonstrable. Then, holding that negation can have small part in a universe which patently is developing and expanding, he refused to consider it the sole alternative to conviction based on positive proofs, and thus left the way open for whatever realities intuition and informed judgment might identify, after

scrutiny of the total array of available facts and experience.

The endeavor of Bosworth to view religion in the light of science corresponded with the contemporary tendency of scientists to discern religious significance in their findings. In seeking in his own field to accord place to all the evidence, he adopted a course which hardly can be assailed, even by those who might distrust the conclusions likely to follow its pursuit in particular cases; or who, specifically, might not conceive the causative energy of creation in terms of a fatherly God, as Bosworth did, nor look upon human life and personality as the ultimate expression of that energy.

With *The Biography of a Mind* there is published a companion volume captioned *The Christian Religion and Human Progress*, in which are assembled various published and unpublished addresses of Dr. Bosworth.—*Ernest James Reece, White Plains, New York.*

Alabama Author Headings

Author Headings for the Official Publications of the State of Alabama. By Anne Ethelyn Markley. Chicago, American Library Association, 1948, xviii, 123p. \$4.75.

This list of the names of the government departments, bureaus and other agencies of the territory and state of Alabama is important in itself and even more noteworthy as the first volume of a projected series of similar publications to cover the forty-eight states and the District of Columbia. Thirty-seven others are completed or in progress. A careful study of this one leads one to wish Godspeed to their compilers and to the A.L.A. in its publication of them. For here, even at the seemingly high price of \$4.75, is one answer to the oft-repeated question: "How can we cut our cataloging costs?"

It is generally agreed that official publications must be cataloged under the names of their issuing bodies, assuming that those names are known or can be determined by a method practicable for library use. However, to obtain that knowledge is a time-consuming and costly process performed over and over in the various libraries of the country with varying degrees of success, be-

cause until now there has been no one good source for the information. Each cataloger has had to ferret it out of the statutes or depend upon inadequate secondary sources. Most American libraries have tried to get their information about the names of state agencies from Library of Congress cards. Their success, at least as far as Alabama is concerned, is clearly demonstrated by a comparison of the Markley list with the Library of Congress catalog. The printed list presents 521 names of state departments, boards, bureaus, commissions, etc., both current and obsolete, of the state and territory of Alabama, and several times that many references from other forms of the names. The Library of Congress catalog reveals only 148 Alabama headings plus the corresponding references. About twenty-five of these seem to be given in a form which is obsolete or which was incorrect in the first place. Many of the earlier headings were established solely on the basis of information to be found in the publication being cataloged, a procedure which frequently proves to be uneconomical in the case of official publications, but one that is sometimes unavoidable. This means that at the pres-

ent time a library seeking information on the correct form of catalog entries for Alabama official publications would get only 23.2 per cent as much help from the Library of Congress catalog as from the Markley list.

This situation in the Library of Congress may not be typical of the headings for other states because there are comparatively few Alabama official publications listed in the catalog. The more additions made the more likely it is that the headings are kept up-to-date or put in the correct form. Nevertheless, the A.L.A. Division of Cataloging and Classification has been aware for many years of the need for such a reference tool as these lists will provide. Since 1938 it has had a Special Committee on State Author Headings to encourage and sponsor their production.

Each name is based on sound research working with the session laws, digests and codes of Alabama. In each case the legal name of the agency is given as it is specified in the body of the law, or if not there stated, in the title of the act authorizing the agency. If no name is specified in the authorizing act, but subsequent laws consistently refer to an agency by a given name, that name has been accepted as the legal one. Lacking such authority an attempt has been made to determine the most frequently used name. The name is followed by the citation of the authority for the form, a chronological record of name changes, transfer of duties, if such transfer affects designation of a department or division, mergers with other offices or abolition of the agency, with reference whenever possible to laws authorizing each change, and finally by a list of "see also" references.

Although the essential information needed for the catalog entries for the publications of all the agencies listed has been assembled, the headings are not all presented according to the form prescribed by the *A.L.A. Catalog Rules*. Miss Markley has interpreted the rule to enter an agency under its latest name to mean that all of the agencies which follow others in a direct line, discharging the same or closely related duties without extraneous intervening organizations to disrupt the succession, should be considered a single unit, and be entered under the name of the latest agency. This is not the customary interpretation and it is certainly not a practical one. Although sometimes an agency has the same

name as another it supersedes, this is rarely the case; by using both names as headings with "see also" references explaining the succession one avoids the necessity of recataloging the earlier publications when an agency is superseded by another. Various other complications such as duplication in the numbering of annual reports are also avoided. Because of this difference in basic policy, at least a dozen of the names that are used as cross references to the names of later agencies are themselves used for catalog entries by the Library of Congress.

For example, the Library of Congress uses as headings both "Alabama. Banking Department" and "Alabama. Bureau of Banking" whereas Miss Markley provides a "see" reference from the former to the latter. The Department of Banking was abolished in 1939 and its duties assigned to the Bureau of Banking in the Department of Commerce. Complications avoided by entering the publications of each under its own name are apparent from the fact that the department published an annual report from 1911 to 1938/39, and the bureau's annual report, beginning with 1939/40, appeared as a part of the annual report of the Department of Commerce. On the shelves of a library the annual report of the Banking Department must stand alone, completed with the 1938/39 volume. It is difficult to see what would be gained by changing the entry to "Alabama. Bureau of Banking." Furthermore, by so doing one creates a bibliographical freak. There was no Alabama Bureau of Banking in 1911 and not even a Department of Commerce which could have published an annual report. On the other hand, it is a simple matter to lead the user of the catalog to the entry for the later agency where its publications are listed.

A similar case is that of the Department of Conservation which was created when several other agencies were abolished: the Oyster Commission, the State Commission of Forestry, the Monument Commission, and the Department of Conservation of Game, Fish and Seafoods. Each of these except the last appears in the list as a name to be used as a catalog heading; the last one is presented only as a cross reference to the Department of Conservation. The illogic of this is the more apparent when it is discovered that a

Division of Forestry was created in the Department of Conservation to absorb the functions of the State Commission of Forestry.

Another basic policy in the construction of the list should be examined. This is the form of the names used for cross references. In order to simplify headings, the direct form was preferred to inversions—for example, "Alabama. Finance Department" (rather than "Alabama. Finance, Department of") See "ALABAMA. DEPARTMENT OF FINANCE." This policy can be followed only with extreme caution if meanings are not to be distorted or complications increased. The policy followed here results in references from such forms as "Alabama. Deceased Soldiers Claims Agent," "Alabama. Convict Inspectors" and "Alabama. State Offices Examining Commission," in place of "Alabama. Deceased Soldiers, Agent to Settle Claims of," "Alabama. Convicts, Board of Inspectors

of" and "Alabama. State Offices, Commissioners to Examine."

Future lists should present the names of territorial agencies together at the beginning of the list instead of between the state "Tax Commission" and its "Treasurer."

These details of cross references and arrangement are minor points which would not even be mentioned were it not anticipated that this volume will set the pattern for the others as well as guide librarians in the construction of their catalogs. It is such an excellent piece of work that it sets a high standard for the rest. Since it was originally prepared as a Master's thesis at the University of Illinois Library School, one cannot resist expressing regret that the new curriculum at Illinois is not providing the time for this kind of contribution that is so valuable both to the student and to the profession.—*Lucile M. Morsch, Library of Congress.*

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